MASTER
NEGATIVE
NO. 94-82212-1

COPYRIGHT STATEMENT

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials including foreign works under certain conditions. In addition, the United States extends protection to foreign works by means of various international conventions, bilateral agreements, and proclamations.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

The Columbia University Libraries reserve the right to refuse to accept a copying order if, in its judgement, fulfillment of the order would involve violation of the copyright law.

Author:
U.S. Federal Board for Vocational Education
Title:
Employment training in civilian vocational...
Place:
Washington, D.C.
Date:
1926

94-B2212-1
MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES
PRESERVATION

BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD

BUSINESS
D264.5
B49

[Billington, Ronald V]

Employment training in civilian vocational rehabilitation; definition, characteristics, and possibilities of employment training as a means of effecting rehabilitation of the physically disabled. May, 1926. Washington, Govt. print. off., 1926.

vi, 58 p. illus. 23 cm. [U. S. Federal board for vocational education. Bulletin no. 110. Civilian vocational rehabilitation series, no. 11]

1. Disabled—Rehabilitation, etc. I. Title.

LC1045.A25 no. 110 E 26–237 rev

U. S. Office of Education. Library
for Library of Congress [r4812]†

RESTRICTIONS ON USE:

TECHNICAL MICROFORM DATA

FILM SIZE: 35mm REDUCTION RATIO: 12x IMAGE PLACEMENT: IA (IIA) IB IIB

DATE FILMED: 9/26/9 INITIALS: W.W

TRACKING # : MSH 02179

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.

2.0 mm ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

1.5 mm ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

PM-MGP 13″x18″
METRIC GENERAL PURPOSE TARGET
PHOTOGRAPHIC

150 mm

100 mm

A5

A4

1.0

1.1

1.25

1.4

1.6

1.8

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

1.0 mm

1.5 mm

2.0 mm

2.5 mm

PRECISION℠ RESOLUTION TARGETS

Century

1303 Geneva Avenue
St. Paul, MN 55119

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

4.5 mm

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

3.5 mm

U. S. Fed. Bd. for Vocational Education.
Employment training in civilian vocational rehabilitation.

D264.5 - B49

Columbia University
in the City of New York

THE LIBRARIES

Graduate
SCHOOL OF BUSINESS
Library

File: Rehabilitation

BULLETIN
No. 110

Civilian Vocational Rehabilitation Series
No. 11

EMPLOYMENT TRAINING IN CIVILIAN VOCATIONAL REHABILITATION

DEFINITION, CHARACTERISTICS, AND POSSIBILITIES OF EMPLOYMENT TRAINING AS A MEANS OF EFFECTING REHABILITATION OF THE PHYSICALLY DISABLED

INDUSTRIAL RELATIONS

MAY, 1926

Issued by the Federal Board for Vocational Education, Washington, D. C.

EMPLOYMENT TRAINING IN CIVILIAN VOCATIONAL REHABILITATION

DEFINITION, CHARACTERISTICS, AND POSSIBILITIES OF EMPLOYMENT TRAINING AS A MEANS OF EFFECTING REHABILITATION OF THE PHYSICALLY DISABLED

MAY, 1926

WASHINGTON
GOVERNMENT PRINTING OFFICE
1926

Business
D264.5
B49

FEDERAL BOARD FOR VOCATIONAL EDUCATION

MEMBERS

JAMES J. DAVIS, *Chairman*
Secretary of Labor

HERBERT C. HOOVER,
Secretary of Commerce.

HARRY L. FIDLER,
Labor.

WILLIAM M. JARDINE,
Secretary of Agriculture.

CALVIN F. MCINTOSH,
Agriculture.

JOHN J. TIGERT, *Vice Chairman,*
Commissioner of Education.

EDWARD T. FRANKS,
Manufacture and Commerce.

E. JOSEPH ARONOFF, *Secretary and Chief Clerk*

EXECUTIVE STAFF

J. C. WRIGHT, *Director*

C. H. LANE, *Chief,*
Agricultural Education Service.

FRANK CUSHMAN, *Chief,*
Trade and Industrial Education Service.

ADELAIDE S. BAYLOR, *Chief*
Home Economics Education Service

EARL W. BARNHART, *Chief,*
Commercial Education Service.

JOHN AUBEL KRATZ, *Chief,*
Civilian Vocational Rehabilitation Division.

CHARLES R. ALLEN
Editor and Educational Consultant

CIVILIAN VOCATIONAL REHABILITATION STAFF

JOHN AUBEL KRATZ, *Chief*

R. V. BILLINGTON.
F. J. CLAYTON.
TRACY COPP.
HEBER B. CUMMINGS.
IRVIN M. RISTINE.

UNIVERSITY LIBRARY

Certificate: This publication is issued pursuant to the provisions of the civilian vocational rehabilitation act approved June 2, 1920 (Pub. No. 236, 66th Cong.), as amended by act approved June 5, 1924 (Pub. No. 200, 68th Cong.).

BB
JUL 31 1953

CONTENTS

	Page
Foreword	IV
Introduction	1
Employment training defined	4
Definition and characteristics of employment training	4
Agreement by State rehabilitation department and employer	7
Specified training objective	7
Program of organized training	8
Designation of responsible instructor	10
Understanding as to supervision of employment training	13
Understanding as to financial arrangements	14
Understanding that trainee is not to be exploited	15
Supervision in employment training	15
General statement	15
Determination of suitability of training objective	20
Determination of efficiency of employment training	20
Maintenance of morale of trainee	24
Supervision of instructor under the terms of the agreement	25
Supervision of financial arrangements	25
Methods of supervision	25
Evidence used in supervision	26
Results of inefficient or inadequate supervision	28
Causes of inadequate supervision	28
Information and experience making for successful supervision	29
The place of employment training in civilian vocational rehabilitation	32
APPENDIX	
Reports to the Federal Board for Vocational Education	37
Training through apprenticeship	38
Training in special institutions for the handicapped	38
Training for barbering	39
Setting persons up in business	39
Cases in which more than one kind of training are used	39
Training program analyses	40
Tailoring	41
Shoe repairing	42
Auto mechanics	43
Tractor mechanics	45
Tire vulcanizing	47
Forms	48
Contract	48
Amendment to contract	50
Monthly training report	50
Training report	51
Supervision report	52
Individual training program	52
Occupations for which disabled persons have been fitted through employment training	53
Available publications of the Federal Board for Vocational Education	54

FOREWORD

Since the inception of the national program of civilian rehabilitation there have been questions in the minds of both Federal and State officials regarding the definition, characteristics, and possibilities of employment training as a means of effecting rehabilitation of the physically disabled. This method of training in industry for occupations, variously known as "training on the job," "job training," or "placement training," has been interpreted and practiced with little degree of uniformity in the States. In view of this condition it is not surprising that reports made by the States to the Federal Board for Vocational Education have not provided uniform data on employment training.

Because of this general lack of understanding of employment training as applied to rehabilitation, and because of the failure to appreciate its possibilities, little work of outstanding significance has been accomplished by this method in many of the States. Realizing this situation, the Civilian Vocational Rehabilitation Division of the Federal Board for Vocational Education has undertaken a study of the whole subject. Data have been secured in 14 selected States, and conferences have been held with rehabilitation supervisors and field workers of many more. The study has been carried on over many months, and rehabilitation officials of all States have been given the opportunity to make suggestions, criticisms, and contributions.

Although the study is still in progress, it is believed that sufficient data have been secured to warrant at this time the publication of a bulletin portraying the essential principles and underlying philosophy of the employment-training program in rehabilitation. It is realized that much of the material presented in this bulletin is of a promotional character, but it is founded on sufficient practice and experience to be of value to rehabilitation workers in the establishment of efficient methods in employment training. It is believed that the adoption of the salient suggestions outlined will make not only for a standardization and uniformity of practice, but also for a decided improvement in the efficiency of the rehabilitation program.

The study is being carried on under the direction of John A. Kratz, Chief of the Civilian Vocational Rehabilitation Division of the Federal Board for Vocational Education. R. V. Billington, of the staff, secured the material and prepared the manuscript for the present bulletin, which represents the first of a series upon the general subject of employment training in civilian vocational rehabilitation.

Acknowledgment is made of the fine cooperation of all State rehabilitation officials in States where the study was conducted. Special acknowledgment is due H. L. Stanton, Supervisor of Rehabilitation in North Carolina, M. B. Perrin, Supervisor of Rehabilitation in Ohio, and W. F. Faulkes, Supervisor of Rehabilitation in Wisconsin, for permission to use such forms and pictures as are found in the bulletin.

J. C. WRIGHT, *Director.*

The young man in this picture was rehabilitated through employment training as a nailing-machine operator in a shoe factory. His disability consists of crippled hands and legs resulting from congenital causes. Training covered a period of three months, at a total tuitional cost of $45.

EMPLOYMENT TRAINING IN CIVILIAN VOCATIONAL REHABILITATION

INTRODUCTION

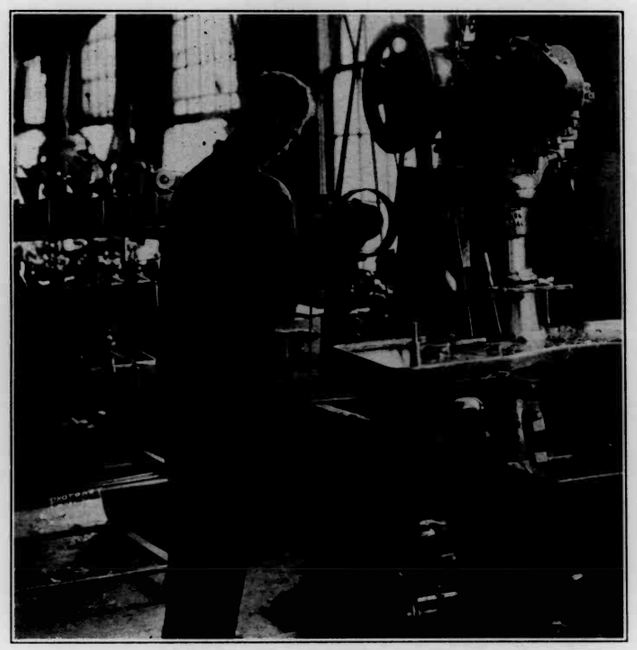
The national civilian vocational rehabilitation act provides for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. In section 2 of the act rehabilitation is defined as "the rendering of a person disabled fit to engage in a remunerative occupation." Under this law civilian rehabilitation has been developed as an economic program, and is conceived as the fitting of an individual who has been vocationally handicapped through physical impairment for an occupation in which he is able to carry on as efficiently as an able-bodied person, despite his physical disability.

The language and provisions of the national civilian vocational rehabilitation act, and of some of the State rehabilitation acts. seem to indicate that vocational rehabilitation was conceived originally as almost wholly a training or retraining program. Experience has demonstrated, however, that vocational rehabilitation is accomplished by—

1. Restoration to former job through physical reconstruction or adjustment of artificial appliance.
2. Placement on a job without training.
3. Placement on a job after vocational training.

Experience has demonstrated that disabled persons fall naturally into two major groups: First, those who can be restored to their old jobs through the removal of their physical handicaps, either through physical reconstruction or by the adjustment of artificial appliances; and, second, those who, although they can not be restored to their old occupations, can be trained so that they can engage in new occupations despite their physical handicaps. This group includes persons who have never worked. The first group do not need vocational training; the second group do. If the group who are described as not needing vocational training had been engaged in satisfactory employment in good economic status, it would not be a good policy to remove them from their former work environment through the retraining process, when another method of rehabilitation would restore them to their former satisfactory employment.

INTENTIONAL SECOND EXPOSURE



The young man in this picture was rehabilitated through employment training as a nailing-machine operator in a shoe factory. His disability consists of crippled hands and legs resulting from congenital causes. Training covered a period of three months, at a total tuitional cost of $45.

EMPLOYMENT TRAINING IN CIVILIAN VOCATIONAL REHABILITATION

INTRODUCTION

The national civilian vocational rehabilitation act provides for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. In section 2 of the act rehabilitation is defined as "the rendering of a person disabled fit to engage in a remunerative occupation." Under this law civilian rehabilitation has been developed as an economic program, and is conceived as the fitting of an individual who has been vocationally handicapped through physical impairment for an occupation in which he is able to carry on as efficiently as an able-bodied person, despite his physical disability.

The language and provisions of the national civilian vocational rehabilitation act, and of some of the State rehabilitation acts. seem to indicate that vocational rehabilitation was conceived originally as almost wholly a training or retraining program. Experience has demonstrated, however, that vocational rehabilitation is accomplished by—

1. Restoration to former job through physical reconstruction or adjustment of artificial appliance.
2. Placement on a job without training.
3. Placement on a job after vocational training.

Experience has demonstrated that disabled persons fall naturally into two major groups: First, those who can be restored to their old jobs through the removal of their physical handicaps, either through physical reconstruction or by the adjustment of artificial appliances; and, second, those who, although they can not be restored to their old occupations, can be trained so that they can engage in new occupations despite their physical handicaps. This group includes persons who have never worked. The first group do not need vocational training; the second group do. If the group who are described as not needing vocational training had been engaged in satisfactory employment in good economic status, it would not be a good policy to remove them from their former work environment through the retraining process, when another method of rehabilitation would restore them to their former satisfactory employment.

Experience has shown that not all of the group who can not be restored to their former employment are susceptible of training. Those who can not be trained may, however, in many cases be placed in remunerative employment consistent with their capacities, background, and disability. Experience has further demonstrated that rehabilitation workers have not exhausted the possibilities of training. Some persons who were susceptible of training have been placed without it. Training for disabled persons is not limited entirely to the young group, because experience has shown that physically disabled men and women at the age of 40 or over have been successfully trained for vocations. It is true also, that rehabilitation by training has been more permanent than rehabilitation by placement, where the worker learns his occupation by what is commonly called the "pick-up" method.

In order to accomplish the vocational rehabilitation of disabled persons, frequently it is necessary to secure training of a character that public, private, or correspondence schools, or tutors can not efficiently provide under conditions essential to the best interests of the trainee. Some occupations do not lend themselves to school training, either public or private, or to tutoring, but must be learned by performing the actual operations of the work under conditions of employment, such as are recognized in industries. On the other hand, there are certain occupations that can be learned either in school or in employment. In many cases, where school training is not feasible, employment training is used very effectively. Learning an occupation by doing the work under conditions favorable to training in employment has many advantages over learning a vocation in a school, but there are certain disadvantages which do not exist in a school-training program. If efficiency or success is to be attained where the teaching of a vocation through employment training is desirable, the disadvantages attendant upon such a program of training must be minimized as far as possible.

The term "employment training," as it is used throughout this bulletin, refers to a program of organized training under employment conditions, which is sometimes called "job training," "training on the job," or "placement training," and sometimes improperly designated "apprenticeship training." There is no well-defined or agreed-upon concept or definition of employment training among rehabilitation officials of the country. Concepts of this program of instruction range anywhere from mere placement on a production job to a plan of training in industry which subordinates production to the program of instruction.

This variation of conception with regard to employment training may be brought out by a few illustrations. Some rehabilitation officials have been inclined to designate as employment training that process which any green worker has to undergo when he enters employment in an occupation in which he has never worked. For instance, the person who undertakes to learn to operate an elevator is considered by some rehabilitation agents as being inducted into a form of employment training, the element of time required to learn the process not being a consideration. The fact that the new worker has not had experience as an elevator operator and must learn even some simple operations is looked upon as a training process.

Some persons even go so far as to say that when a night watchman begins his employment he must receive certain instructions of a general nature applying to the particular building in which he is to work and to the general conditions of his employment. Although these instructions are not directly related to the functions of his job, but are in the nature of instructions which he must follow in order to carry out his work as desired by his employer, this case has been designated as one of employment training.

Throughout industry there are many types of semiskilled work, largely of an assembly nature, in which production depends mainly upon manipulative speed and in which wage generally is on a piecework basis. In the beginning, for a comparatively short time, the worker increases his manipulative speed, soon arrives at maximum production, and is paid the going wage for the job. Employments, such as assembling radio, assembling small machines, as phonographs, vacuum cleaners, and sewing machines, are in this class. Machine-tending jobs would also be included in the foregoing class. Above the level of the jobs just described are great numbers of specific operations or jobs which require more or less training on the part of a new worker. Above the levels of these jobs we have the skilled trades and other occupations of that grade.

Obviously, with such a variety of employments conceived as offering training opportunities under such diverse conditions, a logical analysis of employment training is necessary if any general agreement as to the essential factors is to be reached.

With the objective of bringing about a common understanding and agreement as to what employment training should connote, the Civilian Vocational Rehabilitation Division of the Federal Board for Vocational Education undertook a study of many cases which had been rehabilitated in a number of States, and reported as having received employment training. The following analysis of practices with regard to employment training is the result of data secured and interpretations of practices of rehabilitation agents in the States.

102066—26——2

EMPLOYMENT TRAINING DEFINED

The term "employment training" implies that those factors which are necessary to any vocational-training program are present, such as—

1. A defined training objective.
2. A responsible instructor.
3. A training program that inventories the skills and knowledges to be taught.
4. A provision for training progression.

The word "employment" in the term implies that the training is given in an employment environment with which the trainee must be familiar in order to succeed in employment. This implies that the relationship of employer to employee exists, whether wages are paid or not, and that the trainee's contribution is of some immediate commercial or industrial value.

Again, the term "employment training" implies that training as distinguished from production is clearly in evidence in everything the trainee is required to do. It may be pointed out that simply placing a person under conditions of employment with the belief that he will in this way become fitted for a definite job or position does not necessarily constitute employment training. If no definite arrangement is made to procure precisely the training required to qualify him for the job or position contemplated; if no provisions are made for guidance or supervision to assist him in acquiring the necessary knowledge and skill; if, in a word, the trainee is left to acquire this knowledge and skill by chance or pick-up, the whole arrangement lacks the elements of training. It is employment, but not employment *training*.

Finally, it should be pointed out that in some States it has been possible to secure employment training for an individual without payment of tuition. If, however, all factors outlined above are present, the program is one of employment training whether or not tuition is paid or whether or not the trainee receives a wage.

DEFINITION AND CHARACTERISTICS OF EMPLOYMENT TRAINING

In view of the foregoing analysis of employment training, the following definition has been developed:

Employment training is a program of organized training by which the trainee is given an opportunity to learn all, or a specified portion, of a recognized gainful occupation under actual conditions of employment in a production environment.

Such a program of training has the following essential characteristics:

1. It is vocational training.
2. It is organized training.
3. It is, in practically all cases, individual instruction.
4. It is given in an occupational organization as distinguished from an educational organization.
5. It is instruction given by individuals who are carried on the pay roll for production rather than teaching.
6. It is training given by one or more individuals who, while carried on the pay roll for production, have been specifically assigned the responsibility of giving the instruction.

Lacking any one of these six characteristics, the program is inefficient.

It is obvious that very rarely, if at all, is a program of employment training as before described found in operation in industry. The usual method of securing new workers in industry is to draw upon the available labor market. If experienced workers are not to be had, industrial management breaks in or trains inexperienced men and women in a number of ways. Occasionally there is found the so-called vestibule school, organized solely for instruction and for furnishing trained workers for specific jobs in the establishment maintaining the school. To all intents and purposes, the program of instruction is organized on a school basis with production as a secondary or minor objective.

According to another method, instead of maintaining a school, the plant secures needed workers by developing persons of some experience in allied work. The burden of securing instruction is placed upon the worker who gets what training he can from an experienced worker or foreman as he meets difficulties which he himself can not overcome. In other cases the foreman or some other individual is held responsible for training. Naturally this method is inefficient. Due to lack of organization and supervision considerable time and material are wasted, the costs of which must be met by the employing concern and absorbed as a part of production costs.

Lastly, in many occupations persons without experience are absorbed into employment by what is known as the "pick-up" method. The new worker observes what he can in the work of others and applies the knowledge thus gained. Eventually, he either is discharged because of incompetence, or becomes a skilled worker.

Now, the rehabilitation agent is confronted with this situation in industry. He desires to have a particular disabled person trained for a suitable employment in as brief a time as possible, at a minimum cost, and with assurance of success in the undertaking. If school training is not desirable the agent must develop a situation through which he can secure the desired training. He seeks an

Various jobs in the baking trades offer splendid opportunities for employment training. A broken ankle and a deformed left hand, the result of a fall from a ladder while working as a painter, are not insurmountable physical handicaps in the trade of cake baking, which the man shown in the picture learned in a large baking establishment.

employer whom he interests in his problem and an agreement is had by which the prospective trainee is to be taught a particular job or occupation. The following sections of this bulletin describe various methods by which such a program may be safeguarded and made most effective from a training standpoint.

AGREEMENT BY STATE REHABILITATION DEPARTMENT AND EMPLOYER

A careful analysis of successful rehabilitations through employment training indicates that an agreement or contract between the rehabilitation department and the employment-training agency is of major importance. At the time of making an agreement many difficulties which often hamper a program can be guarded against by providing for a definite understanding as to the relative responsibilities of each party.

Whether the agreement is verbal or written may not be of vital concern, but it should include certain points if the program is to meet with any considerable degree of success. Any satisfactory agreement should cover:

1. A specified training objective.
2. A program of organized training.
3. A designated responsible instructor.
4. A definite plan of supervision.
5. A definite understanding as to financial arrangements.
6. A definite understanding that trainee is not to be exploited.

SPECIFIED TRAINING OBJECTIVE

The first step in making an agreement should be the setting up of specifications of the training objective. In organizing a training program a definite understanding should be had between the State rehabilitation department and the training agency as to the recognized gainful occupation or specified portion of the occupation for which the trainee is to be fitted. Experience shows that it is not enough simply to place a trainee in an establishment for training in some job which might be found for him at some indefinite period in the future. The desired training objective should be as definitely stated as it would be if the training were to be secured in a school. In some cases the applicant for rehabilitation will be trained in all the various phases and steps of a well-defined occupation, such as machinist, shoe repairman, watch repairman, or baker. In any of these cases it would be expected that the agreement would call for instruction in the various pay-roll jobs of the occupation. In other

INTENTIONAL SECOND EXPOSURE

Various jobs in the baking trades offer splendid opportunities for employment training. A broken ankle and a deformed left hand, the result of a fall from a ladder while working as a painter, are not insurmountable physical handicaps in the trade of cake baking, which the man shown in the picture learned in a large baking establishment.

employer whom he interests in his problem and an agreement is had by which the prospective trainee is to be taught a particular job or occupation. The following sections of this bulletin describe various methods by which such a program may be safeguarded and made most effective from a training standpoint.

AGREEMENT BY STATE REHABILITATION DEPARTMENT AND EMPLOYER

A careful analysis of successful rehabilitations through employment training indicates that an agreement or contract between the rehabilitation department and the employment-training agency is of major importance. At the time of making an agreement many difficulties which often hamper a program can be guarded against by providing for a definite understanding as to the relative responsibilities of each party.

Whether the agreement is verbal or written may not be of vital concern, but it should include certain points if the program is to meet with any considerable degree of success. Any satisfactory agreement should cover:

1. A specified training objective.
2. A program of organized training.
3. A designated responsible instructor.
4. A definite plan of supervision.
5. A definite understanding as to financial arrangements.
6. A definite understanding that trainee is not to be exploited.

SPECIFIED TRAINING OBJECTIVE

The first step in making an agreement should be the setting up of specifications of the training objective. In organizing a training program a definite understanding should be had between the State rehabilitation department and the training agency as to the recognized gainful occupation or specified portion of the occupation for which the trainee is to be fitted. Experience shows that it is not enough simply to place a trainee in an establishment for training in some job which might be found for him at some indefinite period in the future. The desired training objective should be as definitely stated as it would be if the training were to be secured in a school. In some cases the applicant for rehabilitation will be trained in all the various phases and steps of a well-defined occupation, such as machinist, shoe repairman, watch repairman, or baker. In any of these cases it would be expected that the agreement would call for instruction in the various pay-roll jobs of the occupation. In other

cases the agreement might cover nothing more than the training of the individual for a specified job, or a portion of a pay-roll job.

As an illustration of these two conditions, we might have a training objective for the occupation of machinist, requiring training in the operation and care of a number of different machines and tools, and in various processes; or, the objective might be that of operating one machine, such as the lathe or milling machine, or of performing a special operation, such as gear cutting.

Too much stress can not be laid upon the importance of a satisfactory training agreement in which the training objective is stated in such specific and definite terms as to leave no doubt as to the particular job or occupation for which the disabled person is to be fitted.

PROGRAM OF ORGANIZED TRAINING

Little argument is needed to show that any program of training is efficient in proportion as it is organized to meet conditions favorable to the learning process. Whether instruction is given under conditions of employment or in an institution, the general efficiency factors which determine the effectiveness of the training are the same. Experience has shown that in any training program there are certain factors that should be present to make it efficient.

1. *Definite training steps.*—Provision should be made for definite steps of progress in the training. All occupations can be analyzed into their component jobs or groups of jobs, and if instruction is to be effective the learner must be taught to perform each of them in a reasonable order of progression from lower to higher skills. He must also be taught to apply intelligently whatever information is closely related to the operations which he is learning. It must be kept in mind that the instructor in a program of employment training is not trained to teach, but that he is a well-qualified workman. The mere fact that he is well qualified from a work standpoint makes it difficult for him to organize his instruction in jobs small enough for a beginner to grasp. It is often very valuable to such an instructor to have a State rehabilitation official talk over with him the training program with a view to setting up certain intermediate levels that should be arrived at as the training progresses. Such an analysis would not in any sense be termed a job analysis as ordinarily conceived, but might cover the essential fundamental operations or jobs which it would be necessary for the trainee to learn. In the skilled trades that are rather complex requiring proficiency in the operation of a number of different machines the steps might consist of nothing more than an agreement as to the different types of machine which the man would be expected to learn to operate. In the semi-skilled or unskilled occupations the analysis might provide for a statement of pay-roll jobs which would be included in the training

program. It must be remembered that in employment training it is necessary to deal with men who are not accustomed to paper work, and any type of analysis, if mentioned as such, is apt to prejudice the practical man against undertaking the teaching.

Although in many cases it might appear at first well-nigh impossible to induce the prospective trainer to develop such a general outline of a training program either because of indifference or lack of confidence in his ability, there is a method of accomplishing this necessary phase of the training agreement which has been found to be successful by some rehabilitation agents. The matter is handled more or less superficially or casually. The prospective trainer, foreman, or employer is gradually "drawn out" as to his knowledge of what ought to be included in the program as far as the agreement is concerned, and with the assistance of the rehabilitation agent consciously or unconsciously sets up a series of progression steps which he would naturally recognize as logical in teaching the occupation.

Such a general program also serves very effectively as a guide for the supervisor. If training is to be successful under employment conditions, certainly both the supervisor and the instructor must recognize certain steps the mastery of which is essential to the occupation.

2. *Systematic order of progression.*—Provision should be made for a systematic order of progression, if it is possible, under the production conditions surrounding the training. One of the efficiency factors in training is proper order of presentation of new teaching content; that is, instruction should proceed from the less difficult to the more difficult, from the less complex to the more complex, from the less dangerous to the more dangerous operations. For the most part this problem is automatically taken care of in an employment-training program, because industry is so organized that it is not possible for a worker to follow any other sequence because of a danger of financial loss due to spoiled work, broken machinery, or accidents. It is, however, very often desirable to call the attention of the instructor to the effectiveness of teaching under some such systematic order. This order will probably make for the greatest return to the company from the product which the trainee produces as he learns, because of low loss in spoiled work and broken machinery. It is realized that training under conditions of employment must of necessity take second place to production, and while certain steps should for training purposes follow directly upon previous steps it may sometimes be necessary because of production routings to train the learner in operations which ordinarily would not have been taught in that sequence. The training program is

efficient to the degree in which it follows a systematic order of progression. In the small shops where a large percentage of employment training takes place, the order of progression is not interfered with by production routings, but is seriously hampered because of the lack of choice in work to be given at a certain time. It is necessary to learn upon the work which is available and there may not be a variety from which to choose. This condition, of course, tends to decrease the efficiency of training.

Most persons who are regularly employed in commercial or industrial establishments have become accustomed to a certain standard production routing that exists in the particular establishment for the purpose of bringing the greatest financial return from the manufacture or sale of a product. It is difficult for these persons to think in terms of any other order than that of standard production, and because of this it is very necessary to stress the importance of a well-planned teaching sequence that is as vital to efficient instruction as the standard production routing is to efficient production.

DESIGNATION OF RESPONSIBLE INSTRUCTOR

An organized training program presupposes an instructor. In employment training the agreement between the training agency and the rehabilitation department should make provision in all cases for responsible instruction. Persons selected to do the teaching might be the owners of a small shop, or in larger establishments, a superintendent, a foreman, or a skilled worker. The following factors or conditions should be met in every case:

1. The instructor should be a master of the occupation he teaches.
2. The instructor should recognize his instructional responsibility.
3. The instructor should be personally qualified.

A program of employment training can not possibly succeed unless the instructor is, or has been, a practical workman, and recognizes and assumes in full the resposibility for the training program. Furthermore, if a program of employment training is to succeed, the instructor should be selected on the basis of personality, interest, and native teaching ability. It is realized that it is not often possible to secure as instructors in employment training, workmen who are trained teachers,[1] but it is possible in many cases to select the type of worker who is socially minded and has an interest in the proposed undertaking of training the disabled worker. Some workers have

[1] The State boards for vocational education are conducting teacher-training courses which are bringing into industry persons who have had some training for teaching under industrial conditions.

natural aptitude for imparting knowledge and for demonstrating proper and effective methods of acquiring skill. If the designated instructor does not believe in the rehabilitation program and its objectives, or in training, a greater degree of supervision by the State department will be required. It is likely, also, that the training will not be effective.

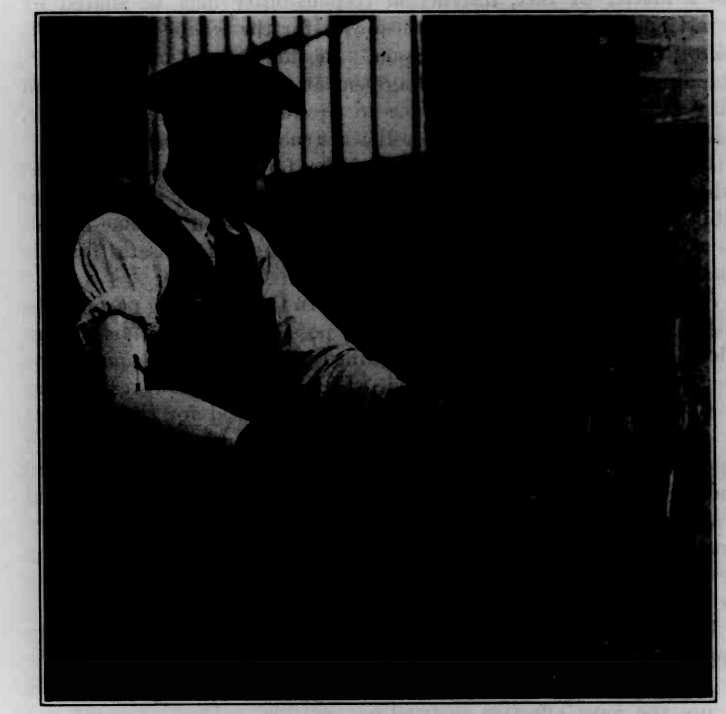
It is not necessary in employment training for an agreement to provide that the instructor give full time to the work of instruction. As a matter of fact, instruction responsibility may be shared by several persons, provided responsibility for the whole instruction is definitely lodged with one person. In this connection, an understanding should be had in the agreement that, although instruction may at times take second place to production, in the aggregate, adequate time will be given for the instructional processes.

It should also be understood that the foreman or other worker, who is designated as instructor, will not be censured if his responsibilities as instructor interfere with his production to some extent, as tuition, when paid for employment training, compensates for this loss.

Instructor training in rehabilitation.—In the preceding paragraphs the importance of securing so far as possible, in programs of employment training, responsible, qualified teachers with adequate time for instruction has been stressed. It is realized, however, as has been before stated, that industry is not organized for training. It is organized for production, and any plan for training which is set up through the joint efforts of State rehabilitation departments and industry only approximates at best rather than attains the ideal training program. It is understood, of course, that workers in industry are not trained in teaching methods, and the training they give is good or bad to the degree that they possess native ability as teachers and to the degree that they know their jobs.

In the situation above described lies a real problem as well as an opportunity for rehabilitation workers. In the first place, obviously it is to the advantage of the rehabilitation program that workers secure the most effective instruction possible in their cases of employment training. This is accomplished in various ways by attempts to organize the whole program of training under the following conditions: Providing an agreement as to the training objective, organizing the training program, setting up steps and progression factors in the training sequence, designating a responsible instructor, and, as will be later shown, providing for adequate supervision. The rehabilitation department is not in the business of teacher training. This is, however, a responsibility of State boards for vocational education. As the program of teacher training and foreman instruction is developed under State boards for vocational

102066—26——3



Trained as a layout man and inspector in the chain-belt plant at Milwaukee, Wis., this man, aged 32, is now engaged in an occupation more remunerative than at which he was employed prior to injury. Two expert employees in the plant were his instructors. A period of three months was required for the training

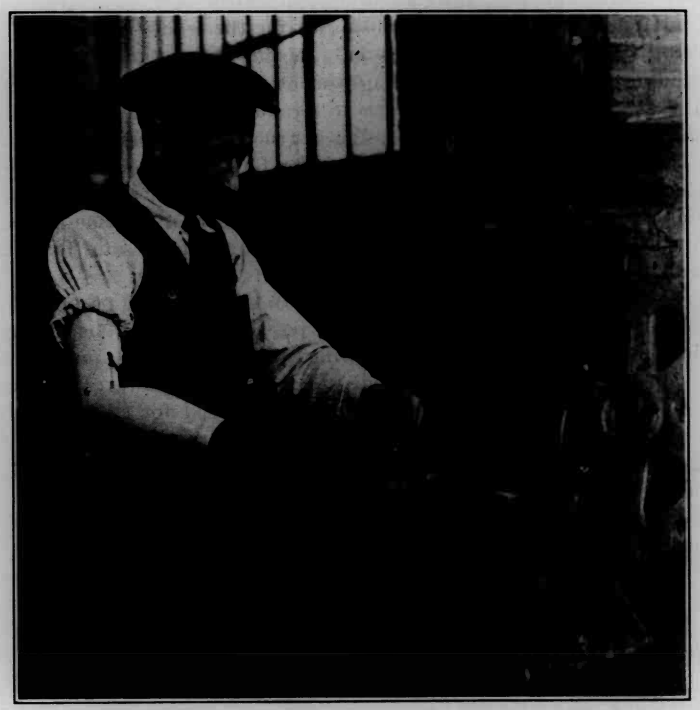
education, the employment-training programs of rehabilitation will be materially advanced. The opportunity which the rehabilitation worker has for making employment training effective is that of providing the rehabilitation instructor with every possible help in his new or temporary function as instructor. This can be accomplished by putting in the hands of the instructor texts, bulletins, outlines, charts, and the like dealing with his particular vocation or with instruction therein. By making it possible for him to get instruction in teaching in evening classes or foremen conferences, and by influencing him to take advantage of this instruction, much can be accomplished in getting effective training. In many cases the spending of a few minutes by the rehabilitation agent with the prospective instructor, giving suggestions not only before the instruction is undertaken, but also from time to time throughout the instruction period, has been found very effective.

UNDERSTANDING AS TO SUPERVISION OF EMPLOYMENT TRAINING

An understanding with regard to supervision of the training is a very important matter for consideration when an agreement is entered into for employment training. There can be no disagreement as to the State rehabilitation department's responsibility for its trainees and the conditions under which their instruction is given. If there is not a thorough understanding on this point, particularly by the training agency, with regard not only to its responsibility for supervision, but also the character of supervision which will be exercised by the State department, misunderstandings are bound to arise after the instruction process has got under way. If the trainer has a clear idea of the kind of service that the State department desires provided for the disabled trainee and is willing to cooperate, usually little trouble will be encountered.

The first consideration is to have the employer-trainer clearly understand that the primary objective in the supervision by the rehabilitation department is not to check the performance of the trainer in meeting his obligations, but rather to determine such factors as the suitability of the training objective, the susceptibility of the trainee, and the suitability of the work to his particular qualifications, to maintain or improve the trainee's morale, and to check other factors of importance in the rehabilitation program. Of course, the State department must, in safeguarding its interest as well as that of the trainee, make some effort to see that the trainer meets his agreement, but there are other factors of equal, if not greater, importance to the trainee himself which must be constantly supervised. If this understanding is had at the beginning, the supervision in practice is not likely to be resented by the employer.

INTENTIONAL SECOND EXPOSURE



Trained as a layout man and inspector in the chain-belt plant at Milwaukee, Wis., this man, aged 32, is now engaged in an occupation more remunerative than at which he was employed prior to injury. Two expert employees in the plant were his instructors. A period of three months was required for the training

education, the employment-training programs of rehabilitation will be materially advanced. The opportunity which the rehabilitation worker has for making employment training effective is that of providing the rehabilitation instructor with every possible help in his new or temporary function as instructor. This can be accomplished by putting in the hands of the instructor texts, bulletins, outlines, charts, and the like dealing with his particular vocation or with instruction therein. By making it possible for him to get instruction in teaching in evening classes or foremen conferences, and by influencing him to take advantage of this instruction, much can be accomplished in getting effective training. In many cases the spending of a few minutes by the rehabilitation agent with the prospective instructor, giving suggestions not only before the instruction is undertaken, but also from time to time throughout the instruction period, has been found very effective.

UNDERSTANDING AS TO SUPERVISION OF EMPLOYMENT TRAINING

An understanding with regard to supervision of the training is a very important matter for consideration when an agreement is entered into for employment training. There can be no disagreement as to the State rehabilitation department's responsibility for its trainees and the conditions under which their instruction is given. If there is not a thorough understanding on this point, particularly by the training agency, with regard not only to its responsibility for supervision, but also the character of supervision which will be exercised by the State department, misunderstandings are bound to arise after the instruction process has got under way. If the trainer has a clear idea of the kind of service that the State department desires provided for the disabled trainee and is willing to cooperate, usually little trouble will be encountered.

The first consideration is to have the employer-trainer clearly understand that the primary objective in the supervision by the rehabilitation department is not to check the performance of the trainer in meeting his obligations, but rather to determine such factors as the suitability of the training objective, the susceptibility of the trainee, and the suitability of the work to his particular qualifications, to maintain or improve the trainee's morale, and to check other factors of importance in the rehabilitation program. Of course, the State department must, in safeguarding its interest as well as that of the trainee, make some effort to see that the trainer meets his agreement, but there are other factors of equal, if not greater, importance to the trainee himself which must be constantly supervised. If this understanding is had at the beginning, the supervision in practice is not likely to be resented by the employer.

UNDERSTANDING AS TO FINANCIAL ARRANGEMENTS

The last provision of major importance in formulating the agreement between the instructing employer and the State rehabilitation department in a program of employment training for particular individuals is the matter of financial arrangements. These may be divided into two general divisions: First, what wage, if any, shall be paid to the worker and, second, what tuition, if any, is to be paid to the training agency by the State department. Some rehabilitation officials feel that the trainee should receive a small wage from the beginning. The reasons are, first, that from the beginning he produces and his work has some commercial value to the employer-trainer. In the second place, from the point of view of the trainee, considerable good effect is exerted upon his morale by his receiving a wage, no matter how small. If his wage is gradually increased as his efficiency on the job increases, the rising scale of wage indicates a steady progress in the learning program. At all events it would seem advisable that as early as possible the trainee be placed on the pay roll of the employer. In some States the trainee is paid a nominal wage to insure protection in case of second injury.

There is much difference of opinion in the States as to whether the employer should be paid tuition for his services in providing instruction for a disabled person. There is much to be said on both sides, but the following question must be answered before a decided position can be taken. Is a real program of training to be set up, or will the alleged trainee learn the job through the usual "pick-up" method? If the employer is willing to organize a training program within his industry for an individual, which to a greater or less extent affects his production, surely he would be justified in asking payment for the service in an amount sufficient to offset the cost to which he is put. Involved in this cost might be spoilage of material and breakage of machines and tools. In discussing this matter the following statement is frequently used by rehabilitation officials: "One does not get something for nothing; somebody pays." In all schemes of training somebody does pay. In the apprenticeship plan the apprentice pays in that he receives a limited wage throughout the apprenticeship period. In a vocational school the instruction costs are met by the public. In employment training in rehabilitation there are two possibilities: First, if no tuition is paid to the instructing establishment, then that establishment pays the cost of training by absorbing it in overhead. The other method by which the cost of instruction is met in employment training is for the State department to pay tuition.

The main consideration in determining the desirability of the State departments paying for employment training is, therefore, whether a value is received. If real training is actually given, there would appear to be no argument why the cost should not be met, and inasmuch as rehabilitation is being carried on as a public program there is no valid argument why the State department should not pay. This statement is not intended to convey the idea, however, that a State rehabilitation department would be justified in paying for the privilege of securing or finding a job for a disabled person. There must be evidence that instruction is really purchased just as in an educational institution.

An important part of the agreement as to financial arrangements in an employment-training program is the provision for settlement of contract in case the training is discontinued before the time originally agreed upon. A practice in some States is to agree that the State department of rehabilitation will pay only for the actual cost of the course to the time of discontinuance, such cost being prorated on the basis of original terms.

UNDERSTANDING THAT TRAINEE IS NOT TO BE EXPLOITED

A final and important element in the agreement with the training agency in employment training is an understanding that the trainee is not to be exploited. Exploitation of disabled persons in training in industry is very likely to occur unless certain safeguards are set up to prevent it. When the trainee has learned to do a particular process very well it easily happens that he is kept on it for a longer time than is necessary. It may be decidedly to the advantage of the employer to use the trainee in this way, but constant use of this nature can not be tolerated.

It should be realized that training given under production conditions can not always be organized so as to have the trainee advance to the next learning process immediately after he has completed the preceding one. Undue prolongation of the learning program can, however, be avoided. It is well, therefore, that a very definite understanding on this matter be had in the beginning before training is begun.

In this connection it should be pointed out that the best method of preventing exploitation is careful supervision. This problem will be considered in detail on page 28.

SUPERVISION IN EMPLOYMENT TRAINING

GENERAL STATEMENT

The whole subject of employment training is treated in this bulletin from several points of view, the main divisions of analysis being, first, the agreement entered into between the training agency—that is, the employer and the State rehabilitation department; and, sec-

ond, the program of supervision of the training by the department. In preceding sections of this bulletin the agreement has been discussed in detail, the several provisions which ordinarily enter into the agreement having been covered. One of these provisions, it will be recalled, is the matter of supervision as it is to be carried on by the State department of rehabilitation under the terms of the agreement. It was pointed out that it is very important that a clear understanding be had particularly by the training agency as to the nature and extent of the program of supervision which is to be carried on by rehabilitation agents. It was indicated that of primary importance is the understanding by both parties that the rehabilitation department must assume responsibility for seeing not only that the trainee gets proper vocational training, but also that the training objective and program which has been outlined develop suitably to the trainee. A test of the training or job objective in many cases is not possible until some form of "try out" has been carried on.

In this section of the bulletin, in discussing supervision in employment training, there is constantly in mind its twofold function: First, the determination of the feasibility of the program and the susceptibility of the trainee; and second, the determination of the efficiency of the training being given. The various methods of determining these factors and of safeguarding the interests of the trainee, the State department of rehabilitation, and the employer, are covered also in this section.

The primary function of supervision in employment training from the standpoint of civilian vocational rehabilitation is to secure effective vocational training under employment conditions. It must be recognized throughout this discussion that in no institution which is organized for the purpose of production is it possible to find as ideal instructional conditions as are found in institutions organized for training. In the supervision of employment training this fact must be recognized, and it must be understood also that the chief objective is to secure the greatest possible training values, from a situation which is not primarily set up for this purpose.

In contrasting the objectives of a commercial or industrial establishment with those of a school certain essential differences come readily to mind. The general and primary objective of any industrial establishment is to produce goods at a profit, which means producing a maximum number of units in minimum time at minimum cost. The primary objective of a commercial establishment is to distribute goods at a profit. In both cases all organizations and operations are designed to this end and secondary functions must be subordinated to the main program, although at times these secondary functions may be indirectly of considerable importance. For instance, a manufacturing concern may be forced to establish a

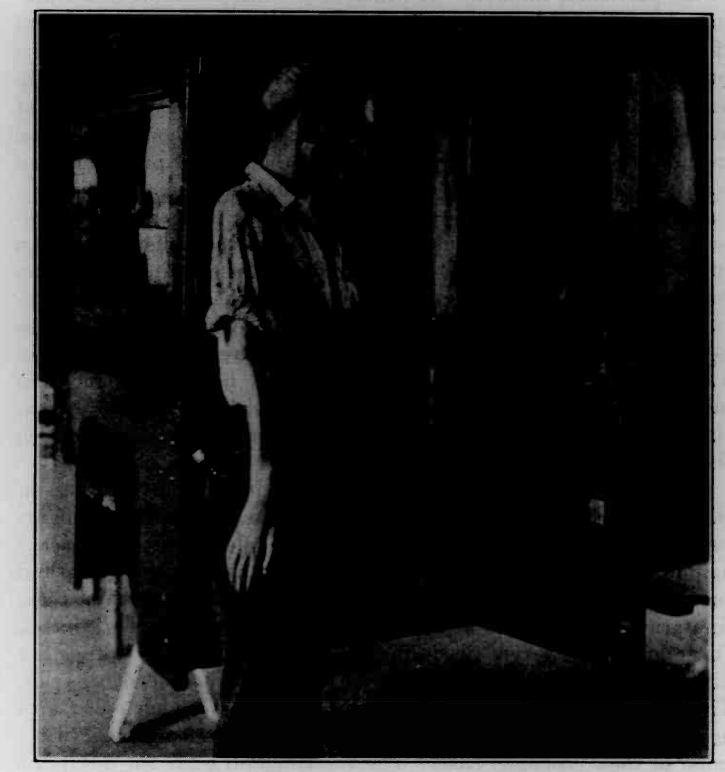
training program within its organization. This action is not based upon philanthropic considerations, but is instituted because the establishment is either in need of trained workers who can not be secured in any other way or is in need of upgrading workers already in its employ. This training program is not developed in such a way as to interfere with production and is always limited to the needs of the particular industry. A different condition obtains in a training institution. It is organized to produce trained people, and if it engages in activities which do not directly contribute to its primary objectives it does so only because they help indirectly in accomplishing these objectives. For illustration, the promotion of athletics and other extra-curricular activities, although in some training institutions considered a part of the general program, is in reality a secondary means of accomplishing the primary objective.

Another difference between a commercial or industrial establishment and a training institution is flexibility of administration. An industrial plant is organized to manufacture a certain product according to specifications, under time limitations, because all processes in manufacturing must be synchronized. Any particular process is dependent upon many others which either precede or follow it in a fixed sequence. In a training institution, however, changes in methods of instruction or in subject matter, or in order of presentation, do not affect conditions outside the particular class in which the changes are made.

A third important distinction between industry and training institutions is the matter of personnel relations. Even casual observation will show the distinction. In the classroom the teacher maintains school discipline under certain rather general rules and regulations established by the school authorities. Within these limitations he exercises a high degree of flexibility in his control. In industry, however, discipline is maintained on an altogether different basis. Workers are left largely upon their own behavior. There are certain controls or influencing factors which operate to bring about good discipline, which workers voluntarily observe because of their economic basis. The fundamental basis for discipline in industry is economic, whereas in the school it is social.

There are other points of difference between situations as found in industry and in training institutions, but the major factors have been covered. Attention has been called to these differences in order that they may be constantly borne in mind in the discussions which follow regarding the methods of securing effective training in industry and accomplishing a reasonable degree of supervision for the purpose of making that training efficient.

Before going into a detailed discussion of supervision in the employment-training program it would be well to reconsider some of



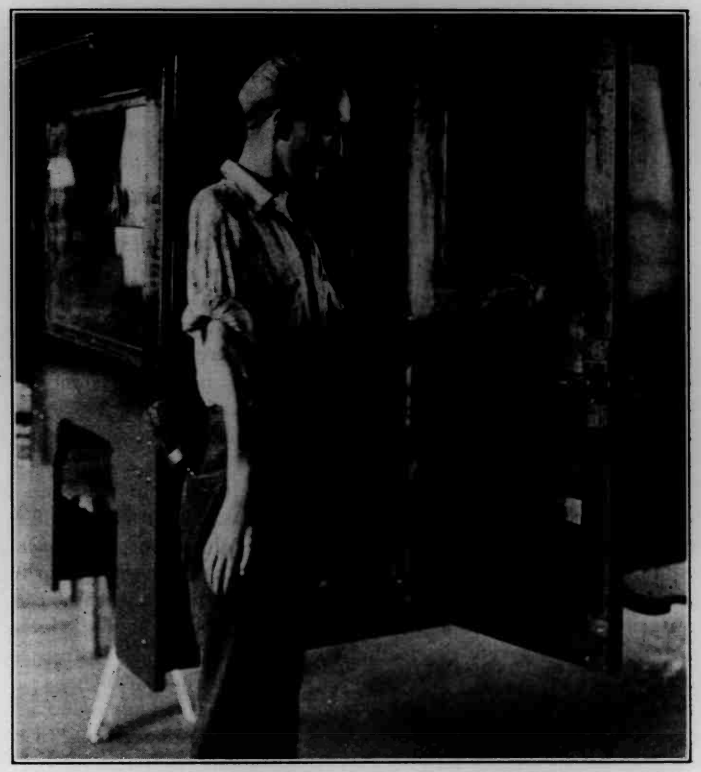
Automobile-body painting is another type of work in which disabled persons are rehabilitated through employment training. A congenital disability of the right arm had limited opportunities for employment for this young man, who as the result of a short period of instruction in industry is now employed as an automobile-body painter

the situations with which the State rehabilitation agent is confronted in attempting to secure training for a disabled person. In an ideal program of rehabilitation disabled persons are inducted into training under the most favorable conditions. This training is given in schools if they are organized to give the particular type of instruction desired in the most efficient way. Supervision of a rehabilitation trainee in a reasonably efficient school is concerned mainly with a determination of the suitability of the training objective and the adaptability of the person to the program. The rehabilitation supervisor is not and can not be expected to be a technical expert in formal educational work. Hence the determination of the efficiency of institutional training is a responsibility which the institution must assume. However, it is a responsibility of the rehabilitation supervisor to keep in touch with the trainee and to determine on a nontechnical basis whether the training objective is or is not being attained. Naturally, where good vocational training is available in public or private schools which have demonstrated their efficiency by the production of capable workers who have little difficulty in finding employment, the actual training program is left to the training agency. The chief concern of the rehabilitation man is to see that his trainee is able to profit by the instruction and that he makes satisfactory progress.

On the other hand, when institutional training facilities are not available for a particular disabled person, the rehabilitation agent must create the training opportunity, and in so doing he is confronted with an additional supervisory responsibility which does not obtain in the case of institutional training. His responsibility is, first, to locate a suitable organization to provide the training; second, to see that a training program is organized; and, third, to see that the program is carried out. The fact that an agreement is made with an employer to train a disabled person "on the job" is by no means a guaranty that training in terms of the objective will be efficient. The employer is not and has not been in the educational business, and consequently is in need of assistance in carrying out the proposed program. The agreement which the rehabilitation agent enters into with the employer for a program of employment training should cover all the factors which have already been enumerated. Supervision is carried on solely for the purpose of making possible the discharge of two major responsibilities: First, that of determining whether or not the trainee is adaptable to the proposed program and employment; and, second, that of determining whether or not the trainee is receiving proper instruction.

Again, before undertaking a discussion of supervision proper and the methods of accomplishing it, it should be pointed out that it must be thoroughly understood that under the conditions which ob-

INTENTIONAL SECOND EXPOSURE



Automobile-body painting is another type of work in which disabled persons are rehabilitated through employment training. A congenital disability of the right arm had limited opportunities for employment for this young man, who as the result of a short period of instruction in industry is now employed as an automobile-body painter

the situations with which the State rehabilitation agent is confronted in attempting to secure training for a disabled person. In an ideal program of rehabilitation disabled persons are inducted into training under the most favorable conditions. This training is given in schools if they are organized to give the particular type of instruction desired in the most efficient way. Supervision of a rehabilitation trainee in a reasonably efficient school is concerned mainly with a determination of the suitability of the training objective and the adaptability of the person to the program. The rehabilitation supervisor is not and can not be expected to be a technical expert in formal educational work. Hence the determination of the efficiency of institutional training is a responsibility which the institution must assume. However, it is a responsibility of the rehabilitation supervisor to keep in touch with the trainee and to determine on a nontechnical basis whether the training objective is or is not being attained. Naturally, where good vocational training is available in public or private schools which have demonstrated their efficiency by the production of capable workers who have little difficulty in finding employment, the actual training program is left to the training agency. The chief concern of the rehabilitation man is to see that his trainee is able to profit by the instruction and that he makes satisfactory progress.

On the other hand, when institutional training facilities are not available for a particular disabled person, the rehabilitation agent must create the training opportunity, and in so doing he is confronted with an additional supervisory responsibility which does not obtain in the case of institutional training. His responsibility is, first, to locate a suitable organization to provide the training; second, to see that a training program is organized; and, third, to see that the program is carried out. The fact that an agreement is made with an employer to train a disabled person "on the job" is by no means a guaranty that training in terms of the objective will be efficient. The employer is not and has not been in the educational business, and consequently is in need of assistance in carrying out the proposed program. The agreement which the rehabilitation agent enters into with the employer for a program of employment training should cover all the factors which have already been enumerated. Supervision is carried on solely for the purpose of making possible the discharge of two major responsibilities: First, that of determining whether or not the trainee is adaptable to the proposed program and employment; and, second, that of determining whether or not the trainee is receiving proper instruction.

Again, before undertaking a discussion of supervision proper and the methods of accomplishing it, it should be pointed out that it must be thoroughly understood that under the conditions which ob-

102066—26——4

tain in industry it is not possible for the rehabilitation agent to supervise in fine detail or in accordance with a well-organized formal plan of supervision. It must also be realized that, in view of industrial conditions, supervision must be carried on altogether differently from the plan which is ordinarily followed in supervising institutional instruction. These factors must be constantly borne in mind in the following discussion. In view of the foregoing statements, it should be understood that the particular way in which the following discussion is organized, is only for convenience in treatment, and that it is not set up for the organization of supervision as it is actually carried on in employment training.

DETERMINATION OF SUITABILITY OF TRAINING OBJECTIVE

It has been said that one of the most effective means of determining the suitability of the training objective is through a "try-out" process. Employment training offers a splendid opportunity for such a "try out." It is not difficult for an instructor who is a skilled worker to determine after a reasonable period of time whether or not the disabled person is likely to "make good" in the employment which is chosen. In this respect employment training has the advantage over institutional training. It sometimes happens in school training that a person is carried throughout the entire course and then inducted into employment only to discover that he is unsuited to the job. This would not be likely to happen in employment training because disqualifications for a particular employment would be discovered during the training period in the shop environment. The worker in any situation must be able to adjust himself to his occupational environment. This ability he gets in employment training from the very beginning, and if he is in any way unqualified the fact is quickly determined.

Physical or mental disqualifications for a particular employment objective would soon be brought out in an employment-training program, which might not be the case in institutional training. Generally speaking, the opportunities for determining the feasibility and suitability of the training objective are much greater in employment training than in school training. The methods of obtaining information on the feasibility of the training objective and other factors in employment training are treated in this bulletin, as these methods apply to all factors involved in the program of supervision.

DETERMINATION OF EFFICIENCY OF EMPLOYMENT TRAINING

The rehabilitation agent is faced with an extremely difficult task when he attempts to determine the efficiency of training under employment conditions. In the first place, no rehabilitation agent can

have a working knowledge of many types of skilled or semiskilled occupations, or can he be expected to have an intimate knowledge of the special demands and working conditions involved; consequently he is dependent upon sources of information lying outside his own experience when determining the effectiveness of the training which is being given on the basis of the agreement made with the training organization. It is assumed that he is in a position to secure information relative to the prosecution of certain phases of the training, but inasmuch as instruction must frequently give way to production he frequently finds that the instruction order has not been followed. In the event this happens he must be content with noting the fact, ascertaining the reasons therefor, and accepting the necessity for it if good reasons have been advanced. Under all circumstances he should determine, so far as possible, the amount of progress that has been made since the last supervisory visit. The objective of the supervision at this point thus becomes that of minimizing exploitation of the trainee. Sufficient evidence supported by experience in the field has been presented in preceding sections of this bulletin to show that it is generally difficult or impractical for the rehabilitation agent to effect an agreement with the industrial establishment whereby detailed checking points of instructional progress are set up. The best that can be hoped for is an agreement based upon an analysis of the occupation for which training is being given, into certain major subdivisions, in each of which it is clearly understood that the trainee should become proficient. For illustration, in one of the States the occupation of tailoring has been analyzed into work jobs as follows:

Stitching.	Vest making.
Making buttons and buttonholes.	Coat making.
Pants making.	Drafting and cutting.

Each of these jobs is further subdivided into specialized jobs For instance, in coat making we have—

Making of canvas.	Making collar.
Sewing seams of coat.	Making sleeves.
Shaping of coat.	Hanging sleeves.
Making pockets.	Sewing on buttons.
Basting coat on canvas.	Working buttonholes.
Putting on edge stay.	Pressing off.
Facing and lining.	

It has not been found difficult to ascertain in coat making, for instance, whether the trainee has or has not learned to make pockets or to shape the coat, and, in general, his training progress is sufficiently indicated by information on the processes which he has mastered at any given time. Whether they have been learned in a specified order is usually of secondary importance.

Obviously, the effectiveness of supervision under the plan outlined above depends largely upon the kind of program which was arranged at the time the agreement was entered into between the training agency and the State department of rehabilitation. If the program arranged at the time the agreement is made is not sufficiently detailed to provide a practical basis for supervision, obviously a more detailed device must be created that will serve the purpose. In one of the States such job analyses as are shown in the appendix of this bulletin "Training Program Analyses" are being used as checking devices to determine the progress of the trainee.

Some States contend that pay received by the trainee for production work resulting from his training bears a direct relation to his increased ability to produce commercially. In these States the training agreement usually provides for certain pay levels that should be reached at specified periods in the program, if training progresses normally. Three levels are commonly used as follows:

1. Trainee on pay roll.
2. Trainee's wage sufficient for self-maintenance.
3. Trainee receives standard wage.

Where the trainee is to be employed by the training agency upon completion of his course and arrangements can be made as outlined above, the supervision of the efficiency of the program becomes relatively simple, for the fact that the wage is or is not paid is excellent evidence of the progress or lack of progress of the trainee.

Growing out of the responsibility for determining the effectiveness of the training program is that of ascertaining when the training period has been completed—that is, when the trainee has developed sufficient ability at least to meet minimum employment standards. This calls for something more than a mere determination that the learner has received instruction and has been given work in all of the jobs set forth in the training agreement. He must have acquired sufficient skill in all of these, or in most of them, to meet the standards of quantity and quality of product in the occupation for which he has been trained. This standard of work must be consistent with the objective which was originally agreed upon. For instance, if the objective were that of training a machinist, and the learner were able to perform only the work of a machinist helper, he could not be considered as having completed training. If the original objective were to train him as a machinist helper, it would not be expected that he would be able to perform the work of an all-round machinist. The best possible evidence for determining the completion of training is willingness on the part of the trainer to employ the trainee at the regular standard wage for that job.

At the age of 50 the deaf-mute shown here had never had a trade and had been out of employment for a year. He is now very satisfactorily employed as an upholsterer in a furniture factory where he learned the trade through employment training

INTENTIONAL SECOND EXPOSURE

Obviously, the effectiveness of supervision under the plan outlined above depends largely upon the kind of program which was arranged at the time the agreement was entered into between the training agency and the State department of rehabilitation. If the program arranged at the time the agreement is made is not sufficiently detailed to provide a practical basis for supervision, obviously a more detailed device must be created that will serve the purpose. In one of the States such job analyses as are shown in the appendix of this bulletin "Training Program Analyses" are being used as checking devices to determine the progress of the trainee.

Some States contend that pay received by the trainee for production work resulting from his training bears a direct relation to his increased ability to produce commercially. In these States the training agreement usually provides for certain pay levels that should be reached at specified periods in the program, if training progresses normally. Three levels are commonly used as follows:

1. Trainee on pay roll.
2. Trainee's wage sufficient for self-maintenance.
3. Trainee receives standard wage.

Where the trainee is to be employed by the training agency upon completion of his course and arrangements can be made as outlined above, the supervision of the efficiency of the program becomes relatively simple, for the fact that the wage is or is not paid is excellent evidence of the progress or lack of progress of the trainee.

Growing out of the responsibility for determining the effectiveness of the training program is that of ascertaining when the training period has been completed—that is, when the trainee has developed sufficient ability at least to meet minimum employment standards. This calls for something more than a mere determination that the learner has received instruction and has been given work in all of the jobs set forth in the training agreement. He must have acquired sufficient skill in all of these, or in most of them, to meet the standards of quantity and quality of product in the occupation for which he has been trained. This standard of work must be consistent with the objective which was originally agreed upon. For instance, if the objective were that of training a machinist, and the learner were able to perform only the work of a machinist helper, he could not be considered as having completed training. If the original objective were to train him as a machinist helper, it would not be expected that he would be able to perform the work of an all-round machinist. The best possible evidence for determining the completion of training is willingness on the part of the trainer to employ the trainee at the regular standard wage for that job.

At the age of 50 the deaf-mute shown here had never had a trade and had been out of employment for a year. He is now very satisfactorily employed as an upholsterer in a furniture factory where he learned the trade through employment training

When the trainee is not to be employed by the training agency, the rehabilitation supervisor has a difficult problem to solve. It is his responsibility to terminate the training as soon as proficiency in doing the work is demonstrated by the trainee, although there might be a tendency on the part of the employer to keep the trainee in training status as long as possible. In this situation extreme tact must be observed in negotiations with employers. Generally, it is not difficult to determine whether or not the employer is substantially honest in his attitude, and usually he will be able to show cause for his contention of the necessity for continued training.

As experience is acquired in employment training for disabled persons, rehabilitation agents will acquire first-hand knowledge of time requirements for certain kinds of training under given conditions. There is always the possibility of interchange of information among States in this matter, as well as the possibility of getting suggestions from other employers in the same line of work. All of these sources of information will gradually enable the State man to evaluate intelligently his training program.

Where a trainee is trained by an establishment which has not agreed to take him into employment at the close of his training, the only convincing test of success of the training is the ability of the disabled person to make good in the employment in which he is placed after the supervisor has determined to the best of his ability that the training program has been efficiently carried out. In any case, only success on the job will ultimately demonstrate the adequacy of training.

MAINTENANCE OF MORALE OF TRAINEE

A very important element in any rehabilitation program is the morale of the trainee. He may have been a worker prior to injury or he may never have worked. In either event, when he is placed in a production environment, whether the disability is of recent origin or of long standing, there is liable to be a doubt or fear in his mind of his ability to make good, both in training and in subsequent employment. He must of necessity be continuously watched in order to determine whether he is succeeding in adapting himself to the new work environment without undue loss of morale. If there is not sympathetic understanding of his mental condition, both by fellow workers and by instructors, low morale is almost sure to result. It has been pointed out that the instructor should be interested in rehabilitation from an economic as well as from a social standpoint, and there is a decided responsibility on the part of the rehabilitation supervisor to see that his trainee receives reasonable consideration, in the light of those inhibiting factors which interfere with his successful readjustment. This does not mean a reduction or

modification of the standards which are required of normal workers in similar employment, but it does mean that he should receive the special attention to which he is entitled under the terms of the agreement. At the same time every effort must be made to see that the trainee is doing his part, that he is well disciplined, that he conforms to rules and regulations, and does not expect special consideration or special favor because of his physical disability.

SUPERVISION OF INSTRUCTOR UNDER THE TERMS OF THE AGREEMENT

Supervision of the instructor is largely the responsibility of the employer. In the agreement it should be insisted that an experienced worker is designated as instructor and is responsible for the instruction. In so far as possible, the rehabilitation supervisor should determine in a nontechnical way whether or not the instructor is meeting his responsibilities. This should not be difficult of accomplishment. The efficiency of any instructor is reflected in the progress of the trainee. Obviously, it would be neither possible nor desirable that the rehabilitation supervisor should supervise the actual instruction. This he could not and should not do any more than he should supervise the instruction of teachers in a training institution. He is responsible, however, for determining whether or not the person who has been designated as instructor is interested and is generally qualified to perform his task. He should be constantly alert and note any change in attitude denoting strained relations between the trainee and the instructor which may affect the efficiency of the training program.

SUPERVISION OF FINANCIAL ARRANGEMENTS

The last responsibility of the rehabilitation agent in seeing that the terms of the agreement are met is with reference to financial arrangements. If the agreement involves the receiving of a wage by the trainee, direct evidence can be secured of the fulfillment of these terms. If tuition is to be paid, good business practice dictates that the employer receive payments promptly. From time to time it may become necessary to make changes in the financial arrangements in order to meet developments which were not anticipated at the beginning of the program. Usually matters can readily enough be handled through change or revision of the original agreement. It would be well throughout the entire program to have all later understandings a part of the formal agreement. Misunderstandings are less likely to occur if this procedure is followed.

METHODS OF SUPERVISION

It should be understood from the beginning that methods of supervision in employment training differ from those used in the

supervision of school training. While it is possible to secure from the employer reports on the work of the trainee more or less periodically, if provision is made for such reporting in the agreement, these reports can be made as in institutional training. Employment-training reports should show attendance, interest, progress, and adaptation of trainee to the work for which he is being trained. Obviously, efficient supervision will require considerably more than these reports. Personal contact must be kept up both with the trainee and the training agency. Efficient supervision will require personal visits at least once per month. It is realized that this is not always possible, especially when there are large areas to be covered and many trainees to be supervised both in schools and in employment. The fact remains, however, that the employment-training program is efficient in proportion to the effectiveness of the supervision. If personal visits can not be made at monthly intervals, combinations of methods of supervision can, in many cases, be effected. Occasionally correspondence and telephonic communications will help. At times cooperating individuals or agencies can be utilized for personal visitation.

EVIDENCE USED IN SUPERVISION

In carrying on supervision the rehabilitation agent has four sources of information. He uses, first, the results of his personal observation; second, information provided by the employer; third, information provided by the trainee; and fourth, information provided by cooperating agencies. It becomes a matter of importance for the supervisor to determine the character of evidence on which he is going to rely for any opinion he may form either as to the efficiency of the training, or as to whether or not the training has been satisfactorily completed.

To begin with, it may safely be said that first-hand information is better than information received at second hand. This most certainly is true of supervision of employment training where the supervisor himself receives at first-hand information regarding the program, or information that comes from his own personal observation. In this respect he is in much better position to make a judgment than if he relies upon information received from other sources. But in this connection it must be pointed out that any information is reliable in proportion to the ability of the observer to understand and diagnose what he sees.

Frequently the rehabilitation supervisor will find it difficult to evaluate his own observations when he is not familiar with the industry in which supervision of training is being carried on. Information provided by one who is familiar with the occupation might

be of considerably more value than the personal observations of the supervisor. Under such conditions it is apparent that the rehabilitation agent should not rely altogether upon his own observations, but should use, as much as possible, information provided by those in a position to assist him.

Since the rehabilitation agent has entered into an agreement with the employer to provide instruction, naturally in discharging his supervisory responsibilities he will turn frequently to the employer, or to the superintendent, foreman, or worker who has been designated as the instructor, for information. Reports of the employer or instructor may be biased or may present only one side of the situation. Thus the rehabilitation supervisor would not secure all the facts in the case if he depended only upon these sources for information of the trainee's progress, or of other factors in the program. This leads the rehabilitation agent to secure information from the rehabilitation trainee who, in many instances, is in an unusually good position to provide information regarding his progress. The information provided by the trainee himself, if reliable, is of such a character as to be of material assistance in supervision. He is in a position to say whether he is getting certain types of instruction and whether the instruction functions. Frequently his satisfaction or dissatisfaction throws considerable light upon the efficiency of the training arrangements. The most effective method of supervision is the use of a combination of several general sources of information, supported wherever possible by information provided by cooperating agencies or individuals who are in a position to assist. Vocational education supervisors, teacher trainers, and other vocational education officers are in a position to give valuable assistance to the rehabilitation supervisor. Fellow workmen and representatives of labor organizations can also be used to good advantage in certain cases.

To summarize and evaluate the methods used in the supervision of employment training: The most important is personal supervision; the next is written reports which are obtained at regular intervals from various sources, such as the training agency, the instructor, and the trainee. These two methods, if properly carried out, can reasonably be expected to strengthen employment-training supervision. In some States the trainee makes up his progress report, which is signed by the instructor or the employer who grades his work.

Finally, the rehabilitation department is always faced with the problem of attempting to give maximum supervision with inadequate staff. The solution lies within the province of each State and will be determined largely by local conditions and administrative policies.

RESULTS OF INEFFICIENT OR INADEQUATE SUPERVISION

The backbone and sinew of employment training is effective supervision, preceded, of course, by an agreement as to the obligations of the contracting parties. Either supervision or agreement alone will not serve the purpose. If it is important to effect an agreement with the training agency as to the nature and conditions under which instruction is given, then there logically follows the need for adequate supervision to see that the terms of the agreement are carried out. When a disabled person is inducted into an employment-training situation, and his learning progress is not supervised, then the program is likely to degenerate into one of mere placement. If supervision is lacking or inefficient, the thing most likely to happen first is the exploitation of the worker, which may result in deterioration of his morale. If he receives a wage and is not ambitious to improve his position, he will very likely be satisfied to remain in a minor phase of the work for which he is being trained. It is equally true that if he desires to learn the work for which he was inducted into training, and does not secure the training for it, dissatisfaction and discouragement are bound to arise. The trainee may complain to the rehabilitation department, or he may sever his connections with the training agency. He loses confidence in the State service, and in many cases it has been found that it is difficult thereafter to renew his interest in the rehabilitation service.

Another result of inefficient or inadequate supervision is that frequently the trainee fails to make good on the job, resulting in dissatisfaction by the employer not only in the trainee's work, but also in the arrangements which were made with the rehabilitation department. This is likely to bring vocational rehabilitation into disrepute with the employer. Finally, if the rehabilitation program fails for want of adequate supervision there results a misuse of public funds which can not be justified. Without adequate supervision proper vocational training under employment conditions can not be accomplished. As has been so frequently pointed out, at best an employment situation is not inherently conducive to good training. Unless every safeguard is thrown around the program, ineffective and disappointing results are bound to occur.

CAUSES OF INADEQUATE SUPERVISION

There are four general causes which are responsible for inefficient or inadequate supervision of employment training. The first is failure on the part of the supervisor to realize the importance of the matter; the second, a lack of information as to how to supervise efficiently; the third is what might be termed an "employer-fear complex," and the fourth, a lack of personnel or funds sufficient to properly carry on the work. This lack of appreciation of the importance of employment-training supervision may be due to lack of industrial experience, inadequate follow-up of trainees, lack of rehabilitation experience, lack of previous successful supervisory responsibility, or to general inefficiency. To state these causes is to suggest remedies. The second reason for inadequate supervision has been pointed out as a lack of information on how to do the job. This situation can be corrected, of course, through the securing of experience by analyzing the supervisory job into its various responsibilities. There is much to be done in this field, and it is urged that rehabilitation officials, as frequently as possible, discuss these matters and engage in such interchange of information as will advance their ability to perform the supervisory function in rehabilitation

There has been a tendency on the part of persons who are new in the rehabilitation work to show hesitation in approaching employers either for purposes of securing an employment-training agreement or for discharging responsibilities of supervision. This is often brought about by reason of a lack of previous contact with industry, lack of knowledge of proper procedure in making contacts with employers, or inability to present the case to the employer on a business basis.

As before stated, another cause of insufficient or inadequate supervision is lack of funds or personnel to carry on the work. It is difficult to suggest a remedy here. If it is possible to secure more funds; obviously that is the thing to do. If this is not possible, then the rehabilitation supervisor must decide between two courses. Either he must attempt to get a large amount of work done, although not efficiently, or he must restrict the amount of work to be accomplished in order to make it efficient.

What has been said above as to both the results of inefficient supervision and the causes therefor indicates that here is a field in which there is great need of pioneering for the purpose of developing more effective means of accomplishing objectives. This can be accomplished only through accumulation of experience and an interchange of information and methods by those who are engaged in the work. The Federal Board for Vocational Education is interested in promoting such a program of improvement, and is engaged in studies and in carrying on conferences which will work to that end.

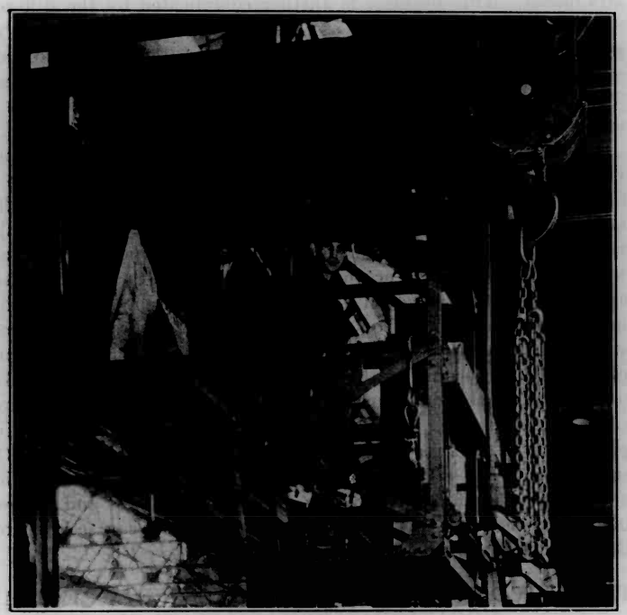
INFORMATION AND EXPERIENCE MAKING FOR SUCCESSFUL SUPERVISION

Persons engaged in the rehabilitation service come from various fields, such as general education, vocational education, social service, personnel relations departments in industry, operating departments in industry, and the like. Experience gained in each of these

fields has a direct bearing in fitting a person for the rehabilitation service. This is due to the fact that rehabilitation work touches so intimately many fields of life activity. The rehabilitation of the disabled civilian is fundamentally and primarily vocational rehabilitation. While other forms of rehabilitation, such as physical, sociological, and mental, sometimes play a part, the main objective is to establish or reestablish the disabled person in remunerative employment; consequently the contact of rehabilitation work with industry is continuous and intimate. In view of this situation, the supervisor in employment training finds experience gained in the field of industrial and commercial pursuits very valuable. Obviously, the rehabilitation supervisor can not have first-hand knowledge or skill in a variety of occupations. He can, however, secure considerable information regarding many types of occupations through repeated contacts with industry. No rehabilitation agent, therefore, can hope to be successful in his work unless he is constantly enlarging and making more intimate his contacts with employers and with occupations of all kinds.

The rehabilitation supervisor's information of and experience with industry should not be limited merely to a knowledge of occupations. He should make it a point to acquire as much information as he can about the policies of industrial managements with respect to employment and the development of their organizations. In other words, he must acquire the industrial viewpoint. There is also every reason for his getting the viewpoint of the employee, and understanding the factors that contribute to his social and economic position in industry.

The retraining of disabled persons is a problem of vocational education, and the extent to which the supervisor of rehabilitation understands the methods, policies, and programs of vocational education will determine in a large part his success in securing adequate training for his rehabilitation applicants. The State programs of vocational rehabilitation, as is well known, are administered in the departments of vocational education, and in so far as proper administrative relations between the programs of vocational education and rehabilitation are maintained this organization of administration functions efficiently. The rehabilitation supervisor, therefore, should take every opportunity to become thoroughly familiar with the objectives of his colleagues in the field of vocational education and should take advantage of their special knowledge. He can thus learn the possibilities in the field, the methods by which the vocational education program is constantly being improved, as well as learn the limits of its application. The program of vocational educaton has much to contribute to the rehabilitation program, and is becoming more and more understood as essential to the success of a



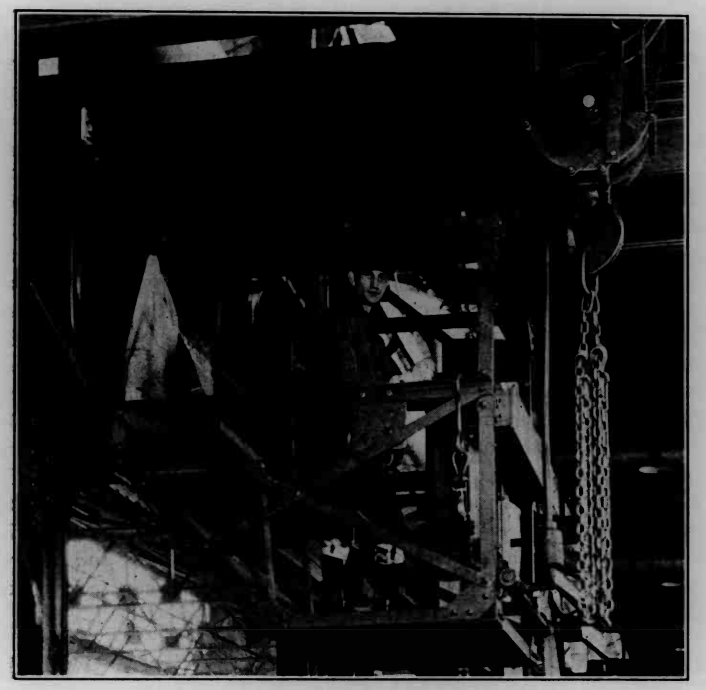
In a little less than two months this workman, whose disability is the loss of both legs below the knee, was trained through employment training as a crane operator, at which occupation he is now satisfactorily employed in a large plant

INTENTIONAL SECOND EXPOSURE

fields has a direct bearing in fitting a person for the rehabilitation service. This is due to the fact that rehabilitation work touches so intimately many fields of life activity. The rehabilitation of the disabled civilian is fundamentally and primarily vocational rehabilitation. While other forms of rehabilitation, such as physical, sociological, and mental, sometimes play a part, the main objective is to establish or reestablish the disabled person in remunerative employment; consequently the contact of rehabilitation work with industry is continuous and intimate. In view of this situation, the supervisor in employment training finds experience gained in the field of industrial and commercial pursuits very valuable. Obviously, the rehabilitation supervisor can not have first-hand knowledge or skill in a variety of occupations. He can, however, secure considerable information regarding many types of occupations through repeated contacts with industry. No rehabilitation agent, therefore, can hope to be successful in his work unless he is constantly enlarging and making more intimate his contacts with employers and with occupations of all kinds.

The rehabilitation supervisor's information of and experience with industry should not be limited merely to a knowledge of occupations. He should make it a point to acquire as much information as he can about the policies of industrial managements with respect to employment and the development of their organizations. In other words, he must acquire the industrial viewpoint. There is also every reason for his getting the viewpoint of the employee, and understanding the factors that contribute to his social and economic position in industry.

The retraining of disabled persons is a problem of vocational education, and the extent to which the supervisor of rehabilitation understands the methods, policies, and programs of vocational education will determine in a large part his success in securing adequate training for his rehabilitation applicants. The State programs of vocational rehabilitation, as is well known, are administered in the departments of vocational education, and in so far as proper administrative relations between the programs of vocational education and rehabilitation are maintained this organization of administration functions efficiently. The rehabilitation supervisor, therefore, should take every opportunity to become thoroughly familiar with the objectives of his colleagues in the field of vocational education and should take advantage of their special knowledge. He can thus learn the possibilities in the field, the methods by which the vocational education program is constantly being improved, as well as learn the limits of its application. The program of vocational educaton has much to contribute to the rehabilitation program, and is becoming more and more understood as essential to the success of a



In a little less than two months this workman, whose disability is the loss of both legs below the knee, was trained through employment training as a crane operator, at which occupation he is now satisfactorily employed in a large plant

growing number of rehabilitation cases. Experience throughout the country in the field of rehabilitation is indicating that wherever possible vocational training should be provided for disabled persons, in that in the last analysis rehabilitation through training is more effective and more lasting than other types of rehabilitation.

It goes without saying that in the course of his work the rehabilitation supervisor must deal with many types of persons, including all kinds of temperaments and levels of ambition, responsibility, and attainment. This problem is further complicated by the different viewpoints encountered, such as those of the employer, of labor organizations and other associations of manufacturers, the doctor, and officials of insurance companies. Human relationships are always difficult to handle. No rehabilitation worker can have too rich an experience in this difficult form of personnel management.

In many ways the rehabilitation program challenges the supervisor to acquire as much knowledge and skill as he possibly can in the various fields which have just been described. This means that he must continuously keep himself identified with all the major movements which affect his program. It would appear to be a task well-nigh impossible of accomplishment, and yet the rehabilitation agent who will be successful in his supervision of employment training, or any other phase of the rehabilitation program, must constantly endeavor to make his fund of experience extensive and comprehensive. In acquiring this richer fund of experience and information, the rehabilitation man must be trained in the school of experience rather than in the university of books. The rehabilitation program is a most recent undertaking, and the literature upon the subject is of necessity meager and superficial. The rehabilitation agent must, therefore, combine his own resourcefulness and his own investigations and experience with such aid as he can secure from the experience and resourcefulness of others.

THE PLACE OF EMPLOYMENT TRAINING IN CIVILIAN VOCATIONAL REHABILITATION

It has been pointed out elsewhere in this bulletin that institutional vocational training is maintained, even in large centers, only for a limited number of occupations. Most workers get their vocational skill and knowledge by working in industry. An observation of the work carried on by State departments of rehabilitation indicates that officials have not realized the possibilities of securing training within industry itself. To be sure, rehabilitation in many cases has been effected without recourse to institutional training facilites, but it has been accomplished often by placement rather than by training.

Again, many times rehabilitation workers have placed disabled persons in situations which were considered employment training, which, upon close inspection, were shown to be nothing more than simple employment. One of the purposes of this bulletin is to bring to the attention of State officials not only the possibilities of securing training under employment conditions but also the advantages of this kind of a program. Although at first thought, or upon casual inspection, this type of training would seem to possess many disadvantages outweighing its advantages, if properly organized and efficiently supervised it becomes a most effective type of training.

One of the advantages of this type of training is well illustrated in the experience of a State man who undertook to have a young man with leg disability trained as a typewriter-repair mechanic. As there was no available institutional training he determined to put the proposition up to the manager of a typewriter sales agency in the city in which he was working. Although at first this manager did not appear interested, being in need of a skilled worker, he agreed to undertake the training project. When the suggestion was made by the rehabilitation agent that an analysis would have to be made of the job, the manager balked at such an undertaking. He said he did not feel qualified to make an analysis as he had never had any experience in that line. After an explanation as to the kind of an analysis that was in mind and the purpose and value of it, he agreed to meet the rehabilitation supervisor outside office hours for the purpose. An evening appointment was made, and in the course of an hour or two a simple analysis of the typewriter-repair trade was made. A second conference, this time during business hours, served to complete the undertaking. The following is the analysis or inventory of jobs which was developed:

CLEANING

Taking down machine for repair.
Dry cleaning.
Gasoline cleaning.
Reassembling and adjusting.
Oiling machine and inspecting for worn parts.

KEYS AND TYPE BARS

Replacing keyboard.
Replacing type.
Aligning type.
Replacing type bar.
Replacing type-bar cushion.
Adjusting type-bar guide.
Replacing key levers.

ESCAPEMENT

Adjusting universal bar.
Adjusting escapement.
Replacing escapement parts.
Adjusting backspacer.

CARRIAGE

Adjusting way rods.
Replacing carriage frame.

INNER CARRIAGE

Adjusting shift motion.
Adjusting side alignment.
Adjusting variable line-space lever.
Making inner carriage adjustments.
Adjusting paper guides.

INNER CARRIAGE—continued

Replacing paper guides.
Replacing platen.
Adjusting line-space mechanism.
Adjusting paper feed.

RIBBON MECHANISM

Adjusting ribbon feed.
Adjusting ribbon reverse.
Replacing ribbon carrier.
Adjusting and replacing oscillating arm.

FRAME

Replacing base.

SPRING

Replacing main spring.
Replacing spring barrel.
Replacing spring-barrel parts.

LINE LOCK

Adjusting line-lock mechanism.
Replacing line-lock parts.

TABULATOR

Adjusting tabulator.
Replacing tabulator parts.

An agreement was then entered into to the effect that a competent instructor in the person of a skilled mechanic would undertake the training, and that the analysis as developed would be used for the purpose of checking the steps in the trainee's progress. The training was accomplished with great success, and it is interesting to note that the foreman of the typewriter-repair department, in which the training was given, was so well pleased with the undertaking that he decided to use the same plan in breaking in able-bodied workers. Such breaking in of new workers had been done before the experience just described in a more or less casual and unorganized way, which was reflected in failures and labor turnover.

The foregoing illustration has been cited at length to show that what at times might appear an insurmountable difficulty is, when approached properly, not so difficult of accomplishment. There are many possibilities in the field of employment training which have not even been explored.

A second advantage in the program of employment training is the easy transition from training to employment. Disabled persons trained in schools must later be placed in employment, either by the school or through the efforts of the rehabilitation agency. An observation of employment-training work in a number of States indicates that a large percentage of the trainees are absorbed by the organizations which give the training, even in cases where the agreement has not called for such employment. Under these circumstances the learner has made himself indispensable to the business. Circumstances have arisen in a number of cases while the training is under way which have led to the retention of the learner by the trainer. Moreover, persons who have been trained under employment conditions are much more readily placeable than those who have been trained in institutions, because of their familiarity with employment environment and the experience gained while in this environment.

School training for many rehabilitation applicants is not possible because of lack of funds for maintenance. Often, too, school training is expensive, and, if the disabled person has no resources, is out of the question. Employment training, on the other hand, offers a solution, at least in part, of the maintenance problem, by making it possible for the trainee to receive a small wage in the beginning which increases as his training proceeds. Again, experience shows that costs of employment training are generally less than costs of school training, and the training period is shorter. The advantage in employment training is that the instruction periods are long, coinciding with the workday, and instruction is more intensive, in that it is carried on under production conditions. These and other factors tend to intensify and shorten the training program. Another advantage of the employment-training method is that frequently the situation is better adapted to the adult, because persons who have been in industry for a long time and who meet with injury are not readily adaptable to an institutional environment.

Another advantage of the employment method of training is that when a worker with considerable industrial experience meets with an injury his reestablishment in an industrial environment is not deferred through a long training process. Here is a factor which affects his morale considerably. In not a few cases does the sustaining of a disability remove to a greater or less degree the courage and self-confidence of a worker. He hesitates to return to industry because he feels that he will not be competent again to carry on. Through induction into a training program whereby the transition to employment is made easy and gradual, his fear or inability complex is gradually overcome or removed.

Contrary to prevailing opinion employment training in vocational rehabilitation is not confined to the large well-organized industries. As a matter of fact effective employment training is found almost altogether in the small commercial or industrial establishment. Frequently rehabilitation workers are heard to remark that the reason they do not use employment training is that in their States or communities large industrial establishments are not to be found. An analysis of conditions which usually obtain in large industry will show the fallacy of such an attitude toward employment training. In the larger plants processes and operations are usually so highly specialized and distributed that either there are few opportunities for organized training, each operation being largely repetitive in character, or the organization of the industry is such that a training program can not be provided without great interference with production routings.

Consequently one must look to the small industry for opportunities for employment training. Experience has shown that possi-

bilities in this field have been largely overlooked. This is evidenced by the fact that employment training has been given in some States in most unexpected places. For instance, in the small town in sparsely settled sections the general store has been found to be an effective training place for watch repair, radio installation and repair, development and printing of negatives, and the like. On the other hand, 90 per cent of all employment training in the civilian vocational rehabilitation program is found in such occupations as shoe repairing, watch and jewelry repairing and engraving and mechanics helper, job printing, photo retouching, dressmaking, millinery, and many others. See appendix for list of employment-training objectives.

APPENDIX

REPORTS TO THE FEDERAL BOARD FOR VOCATIONAL EDUCATION

In the past there has been considerable lack of uniformity in reporting cases of employment training to the Federal Board for Vocational Education. This has been due largely to a misconception of the definition and characteristics of true employment training. Often employment training and placement have been confused, due to the fact that under certain conditions placement has been considered as partaking of some of the elements of training. Again, institutional training has been confused with employment training where the training was given in industrial surroundings. The primary objective of the organization carrying on the training is the factor which determines the classification of training given under industrial conditions. If the primary object is to train workers, it possesses the essentials of institutional training, but if the training agency is organized for production, and, without changing this main objective, assumes a secondary responsibility of training, such training possesses the characteristics of employment training.

It is realized that the reporting forms of the Civilian Vocational Rehabilitation Division of the Federal Board for Vocational Education which are now in use do not define the various types of training in the terms and sense that are used throughout this bulletin. At a later time the board will make such revisions as are necessary. Until the revisions are made reports should be made to conform with the ideas presented in this bulletin.

For the convenience of the reader the definition, characteristics, and essential factors of employment training are repeated here, to be used as a guide in determining classifications for reporting.

Definition.—Employment training is a program of organized training by which the trainee is given an opportunity to learn all, or a specified portion, of a recognized gainful occupation under actual conditions of employment in a production environment.

Characteristics.—

1. It is vocational training.
2. It is organized training.
3. It is, in practically all cases, individual instruction.

4. It is given in an occupational organization as distinguished from an educational organization.
5. It is instruction given by individuals who are carried on the pay roll for production rather than teaching.
6. It is training given by one or more individuals who, while carried on the pay roll for production, have been specifically assigned the responsibility of giving the instruction.

Essential factors.—

I. Agreement as to—
   1. Specified training objective.
   2. Program of organized training.
   3. Designated responsible instructor.
   4. Definite plan of supervision.
   5. Definite understanding as to financial arrangements.
   6. Definite understanding that trainee is not to be exploited.

II. Supervision to determine—
   1. Suitability of training objective.
   2. Efficiency of training.
   3. Carrying out of financial arrangements.

Cases that do not conform to the above specifications should not be reported as employment training.

In the study of employment training certain types of cases were encountered where questions arose as to the proper classifications for reporting. Some of these questions recurred so frequently that type cases illustrating the conditions in question are described, with recommendations as to proper classification.

TRAINING THROUGH APPRENTICESHIP

Often it is possible to make arrangements with a trade organization or an employer's organization to take a disabled person into a regular apprenticeship training program, which is known to be efficient in producing well-trained workers for the occupation. If evidence is obtained that a real training program can be carried out, and that all the factors which make for efficient employment training are present, and if the State agent assumes responsibility for general supervision of the program, there is no reason why such a case should not be classified as one rehabilitated through employment training.

TRAINING IN SPECIAL INSTITUTIONS FOR THE HANDICAPPED

A number of the States maintain special institutions for the training of the blind, the deaf and dumb, and persons with other type disabilities. Frequently these institutions are organized on a commercial production basis in so far as is possible. The standard of production is usually below that required in commercial establishments turning out the same product, and the conditions of training often partake more of institutional training than of employment training. If the conditions surrounding the training are predominantly production in nature, the case should be reported as one of employment training. If the conditions are predominantly educational, the case should be reported as one of institutional training.

TRAINING FOR BARBERING

Barber colleges are to be found in most of the large cities of the country, and training done in these institutions must, of course, be reported as institutional training. There are also many opportunities throughout the country for training in barbering in barber shops. When a person is inducted into training in a commercial barber shop, with a program of training arranged, and a definite understanding had as to instruction and supervision of the trainee, the case should be reported as one of employment training. However, if the trainee is simply placed in the shop, and is allowed to practice without supervision or definite training, the case can not be considered as one of training, but should be reported as one of placement.

SETTING PERSONS UP IN BUSINESS

In compensation cases where lump sums are available, it is sometimes good rehabilitation to establish the person in business for himself. Many times such cases are classified as employment-training cases, but investigation usually shows that specific or organized training is lacking, the principal service rendered being the giving of suggestions as to the organization of the business and methods of conducting it on a profitable basis. It is a practice sometimes to have a tutor give instruction to a person set up in business, but the instruction given can not, of course, be considered as employment training. It should be reported as tutorial—that is, institutional training. If training elements are lacking in such a program, the case should be reported as one of placement, although it is recognized that often much more is done in organizing a program of this kind than is commonly done in a mere placement case.

CASES IN WHICH MORE THAN ONE KIND OF TRAINING ARE USED

It is often necessary in some types of cases to use more than one kind of training to reach the rehabilitation objective. In such cases there is always a question as to the method of reporting. Where combinations of two or more kinds of training are necessary, the

case should be reported as rehabilitated by that method which has constituted the major factor in the program.

TRAINING PROGRAM ANALYSES

Many types of analyses have been made of a great variety of occupations. Whether made by the vocational educator or the employment manager, they usually are too detailed to be of immediate use to rehabilitation officials in the supervision of employment training. Frequently, too, the organization of the analysis is such that it would have to be adapted for use in rehabilitation training. Consequently some State officials of rehabilitation have developed their own training programs when the training is given under employment conditions. As an illustration of what can be done in this field the following analyses of component jobs of several occupations are submitted. These were developed by H. L. Stanton, Supervisor of Rehabilitation in the State of North Carolina.

TAILORING

Name.....
Shop.....
Entrance date.....
Days lost.....

	Demonstrated	Helped	Helped	Helped	Helped	By himself
STITCHES						
Serging						
Backstitching						
Felling						
BUTTONS AND BUTTONHOLES						
Making buttonholes						
Sewing on buttons						
PANTS MAKING						
Making hip pockets						
Making side pockets						
Making watch pockets						
Basting and stitching side and inside seam of trousers						
Making waistband						
Making flies						
Shaping of trousers						
Making cuff						
Making plain bottom						
Making waist lining						
Sewing on buttons						
Pressing off						
VEST MAKING						
Making welts for vest pocket						
Making vest pockets						
VEST MAKING—continued						
Facing and lining						
Making back						
Putting vest together						
Sewing on buttons						
Pressing off						
COAT MAKING						
Making of canvas						
Sewing seams of coat						
Shaping of coat						
Making pockets						
Basting coat on canvas						
Putting on edge stay						
Facing and lining						
Making collar						
Making sleeves						
Hanging sleeves						
Sewing on buttons						
Working buttonholes						
Pressing off						
DRAFTING AND CUTTING						
Drafting and cutting trousers						
Drafting and cutting vest						
Drafting and cutting coat						

SHOE REPAIRING

Name_____ Shop_____

	Demonstrated	Helped	Helped	Helped	By himself
MISCELLANEOUS					
Making ends					
Sharpening hand tools					
Stitching uppers by machine					
Cement patching					
Operating and keeping rip machine in order					
Sharpening edge trimmers					
SOLE WORK					
Cutting sole leather to save					
Lock stitching soles					
Fitting on man's sole for nailing					
Fitting on woman's sole for nailing					
Fitting on man's sole for sewing					
Fitting on woman's sole for sewing					
Nailing on man's sole by hand					
Nailing on woman's sole by hand					
Nailing on sole by machine					
Sewing on man's sole by hand					
Sewing on woman's sole by hand					
Sewing on sole by machine					
Sewing on welts					

Entrance date_____ Days lost_____

	Demonstrated	Helped	Helped	Helped	By himself
SOLE WORK—continued					
Fitting upturn sole					
Sewing turn sole					
Finishing turn sole					
Fitting and stitching inside sole					
HEEL WORK					
Building up man's heel					
Building up woman's heel					
Putting on rubber heels					
FINISHING					
Finishing by hand					
Finishing by machine					
Using edge trimmer					
Using edge setter					
FASTENINGS					
Putting in hooks					
Putting in eyelets					
Bradding on buttons					

AUTO MECHANICS

Name_____ Shop_____

	Demonstrated	Helped	Helped	Helped	By himself
MOTOR REPAIR					
Fitting crank-shaft bearings					
Fitting in crank-case gasket and packing					
Tightened motor bolts and supports					
Testing and replacing cam-shaft gears					
Fitting cam-shaft bearings					
Examining and replacing pistons					
Testing and reboring or regrinding cylinders					
Lapping in new pistons					
Fitting in piston rings					
Fitting connecting rod bearings					
Fitting wrist pin					
Grinding valves					
Refacing valve and seat					
Adjusting valve tappets, stems, etc					
Removing carbon					
Timing motor					
Replacing timing gears					
IGNITION					
Care and adjustment of vibrator points					
Care and adjustment of breaker points					
Testing ignition coils, condensers, etc					
Inspecting and testing low-tension magneto					
Inspecting and testing high-tension magneto					

Entrance date_____ Days lost_____

	Demonstrated	Helped	Helped	Helped	By himself
IGNITION—continued					
Cleaning and adjusting spark plugs					
Locating short circuit in switch					
STARTING AND LIGHTING SYSTEMS					
Cleaning brushes					
Replacing commutator					
Undercutting mica					
Replacing reverse cut-out, regulator, or relay					
Replacing motor or generator bearings					
Replacing generator gears or chains					
Replacing electric motor-drive mechanism					
Connecting ammeter and voltmeter					
Testing for short circuits and open circuits					
Testing and tightening loose or corroded terminals					
Testing battery with hydrometer and cadium					
Replacing fuses and bulbs					
COOLING SYSTEM					
Repairing radiators					
Renewing hose connections					
Packing water pump					

AUTO MECHANICS—Continued

Name / Shop	Demonstrated	Helped	Helped	Helped	By himself
CLUTCH					
Care and adjustment of clutch					
Refacing cone clutch					
Removing and replacing clutch					
TRANSMISSION					
Adjusting transmission bearings					
Lubricating transmission					
Renewing and adjusting gears					
Stopping car from jumping out of gear					
DRIVING MECHANISM					
Lubricating universal joint					
Renewing universal joint					
Adjusting bevel and pinion gear					
Lubricating differential					
Stopping grease leak in rear axle					
Renewing bevel gears					
Renewing drive shaft					
Adjusting radius rods					
Renewing and adjusting bearings					
RUNNING GEAR					
Relining and adjusting brakes					
Adjusting wheel bearings					
Lubricating wheel bearings					

Entrance date / Days lost	Demonstrated	Helped	Helped	Helped	By himself
RUNNING GEAR—continued					
Replacing hub					
Adjusting for alignment and caster					
Lubricating steering gear					
Lubricating springs, bolts, and shackles					
Replacing springs					
Adjusting steering gear					
Replacing steering gear					
Rebushing front axle and tie rod					
Straightening front axle					
CARBURETION					
Adjusting carbureters					
Cleaning carbureters					
Renewing carbureter parts					
Renewing carbureters					
Stopping carbureter leaks					
MISCELLANEOUS					
Connecting and replacing parts of speedometer					
Focusing headlights					
Replacing tires					
Patching inner tubes					
Refiling grease cups					
General tightening up					

TRACTOR MECHANICS

Name / Shop	Demonstrated	Helped	Helped	Helped	By himself
MOTOR REPAIR					
Fitting crank-shaft bearings					
Fitting in crank-case gaskets and packing					
Tightening motor bolts and supports					
Testing and replacing cam-shaft gears					
Fitting cam-shaft bearings					
Examining and replacing pistons					
Testing and reboring cylinders					
Fitting in piston rings					
Fitting connecting-rod bearings					
Fitting wrist pins					
Grinding valves					
Refacing valve and seat					
Adjusting valve tappets, stems, etc					
Removing carbon					
Timing motor					
Replacing timing gears					
IGNITION					
Care and adjustment of vibrator points					
Care and adjustment of breaker points					
Testing ignition coils, condensers, etc					
Inspecting and testing magneto					

Entrance date / Days lost	Demonstrated	Helped	Helped	Helped	By himself
IGNITION—continued					
Cleaning and adjusting spark plugs					
Locating short circuit in switch					
COOLING SYSTEM					
Repairing radiators					
Renewing hose connections					
Packing water pump					
CLUTCH					
Care and adjustment of clutch					
Removing and replacing clutch					
TRANSMISSION					
Adjusting transmission bearings					
Lubricating transmission					
Renewing and adjusting gears					
DRIVING MECHANISM					
Adjustment of bevel and pinion gear					
Lubricating differential					
Renewing bevel gears					
Adjusting radius rods					
Renewing and adjusting bearings					

TRACTOR MECHANICS—Continued

Name / Shop	Demonstrated	Helped	Helped	Helped	By himself
RUNNING GEAR					
Adjusting wheel bearings					
Lubricating wheel bearings					
Adjusting for alignment and caster					
Steering gear lubrication					
Steering gear adjustment					
Steering gear replacement					
Rebushing axle					
Rebushing steering rods					
Replacing hubs					
CARBURETION					
Adjusting carbureters					
Cleaning carbureters					
Renewing carbureter parts					
Renewing carbureters					
Stopping carbureter leaks					
MISCELLANEOUS					
Refilling grease cups					
General tightening up					

Entrance date / Days lost	Demonstrated	Helped	Helped	Helped	By himself
TRACTOR OPERATION					
Operating tractor					
Adjusting plow					
Plowing					
Adjusting harrow					
Harrowing					
Drilling					
Adjusting ditching machine					
Terracing					
Adjusting cultivator					
Cultivating					
BELT WORK					
Setting up portable saw mill					
Operating saw mill					
Operating grist mill					
Operating feed mill					
Operating peanut picker					
SPECIAL TRAINING					
Preparing seed					
Planting					

TIRE VULCANIZING

Name / Shop	Demonstrated	Helped	Helped	Helped	By himself
INNER TUBES					
Repairing puncture					
Repairing slit					
Replacing valve base					
Replacing valve					
Splicing tube					
CASINGS					
Repairing sand blisters					
Repairing tread cuts					
Repairing tread separations					
Repairing rim cuts					
Repairing stone bruises					
Repairing fabric brakes					
Repairing buckles					

Entrance date / Days lost	Demonstrated	Helped	Helped	Helped	By himself
CASINGS—continued					
Relining					
Retreading					
Replacing and preserving tread design					
Replacing breaker strip					
Replacing side wall					
Splicing beads					
SECTIONS (Fabric or Cord)					
Putting in quarter section					
Putting in half section					
Putting in full section					
Putting in inside section					

FORMS

There are submitted herein, as illustrations, certain forms which are used in several of the States in connection with employment training. Such matters as contracts, training reports, and supervision reports are very important and are usually made matters of record though execution of printed forms. Much benefit will be derived from further developments along these lines. It is hoped that the forms given will be suggestive.

In reply refer
To our file number ____

THE STATE BOARD FOR VOCATIONAL EDUCATION

STATE HOUSE ANNEX—COLUMBUS, OHIO

DEPARTMENT OF EDUCATION

CONTRACT

Civilian Rehabilitation Service.

This form is to be filled out and returned to M. B. Perrin, supervisor, civilian rehabilitation service, Room 606 Grand Theater Building, Columbus, Ohio.

THIS AGREEMENT made this_____day of_____, A. D. 19____, by and between the State board for vocational education, civilian rehabilitation service, of the State of Ohio, party of the first part, and_____, party of the second part.

WHEREAS said party of the first part is desirous of securing for_____ _____of_____County, Ohio,

instruction in the following { operations_____ / subjects_____ / _____ }

in order that __he may train for employment as_____ (Name of job)

in _____ (Name of trade or occupation), for which instruction said party of the first part agrees to pay the said party of the second part the sum of _____ ($_____) dollars,

at rate of_____ ($_____) dollars per { semester for____semesters / month for_____months / week for_____weeks / hour for_____hours }

Now, THEREFORE, said party of the second part agrees to furnish_____ instruction in the { operations / subjects } described above, for the sum mentioned above, beginning on the_____day of_____ A. D. 19____, for the time specified above. It is further agreed by the party of the second part that no additions or changes in operations or subjects specified above will be made without the consent in writing of the party of the first part.

It is understood and agreed by and between the said parties that in case the said _____ (Name of person for whom training is being arranged) fails to complete { her / his } training, then said party of the second part is to charge only for the actual cost of said course of training up to the time it was discontinued. All instructional supplies issued to such a trainee are to remain the property of the State board for vocational education and are to be held in trust by party of second part pending orders for final disposition.

It is further understood and agreed that the said party of the second part will make a monthly report to the party of the first part regarding the attendance and progress of _____ (Name of person for whom training is being arranged) on Forms C–9 furnished for that purpose by the party of the first part, and that statement covering cost of tuition be submitted in DUPLICATE on Forms A–1.

_____ (Civilian rehabilitation service)

_____ (Training agency)

(Witnesses):

_____

_____

To run_____

To terminate_____

To cost (total)_____

Tuition_____

Supplies_____

Other_____

STATE DEPARTMENT OF EDUCATION

MONTGOMERY, ALA.

DIVISION OF VOCATIONAL EDUCATION CIVILIAN REHABILITATION

CONTRACT

THIS AGREEMENT made this_____day of_____, 192__, by and between the State Board of Education of Alabama, party of the first part, and_____, party of the second part.

WHEREAS, the said party of the first part desires to secure instruction for trainee,_____, in the following subjects:

_____

in order to prepare said trainee for the occupation of_____, beginning on the _____ day of _____, 192__, and ending on the _____ day of _____, 192__, the said party of the first part agrees to pay and to reimburse to the said party of the second part as follows:

1. Tuition: _____
2. Initial supplies: _____
3. Current supplies: _____
4. Transportation: _____

Other provisions: _____

_____

_____

It is understood and agreed by and between the said parties that the party of the second part will submit with financial report to the State board of education an itemized statement, over signature of trainee, of any books or instructional supplies furnished. Further, that in case the said trainee is absent from his training, party of the second part will deduct for time lost in excess of _____ days during any one month on the basis of thirty days per month; or if trainee discontinues permanently his training, the party of the second part agrees to charge only for the said course of training up to the date of discontinuance. Party of the second part agrees that he will make no additions or changes in subjects specified above without the consent in

writing of the party of the first part. Further, party of the second part agrees that he will make reports to the party of the first part, when requested, regarding the attendance and progress of said trainee, on forms furnished for that purpose by the party of the first part. It is further understood and agreed that this contract may be terminated by either party upon written notice served ten days or more prior to the desired date of termination.

Witness our hands and seals this _____ day of _____, 192__, at _____

STATE BOARD OF EDUCATION,
Party of the first part.

_____
(Party of the second part)

By _____
(Executive officer)

By _____

_____
(Witness for party of the first part)

_____
(Witness for party of the second part)

STATE DEPARTMENT OF EDUCATION

MONTGOMERY, ALA.

DIVISION OF VOCATIONAL EDUCATION CIVILIAN REHABILITATION

AMENDMENT TO CONTRACT

The agreement made on _____ day of _____, 192__, by and between the State Board of Education of Alabama, party of the first part, and _____, party of the second part, which provides for the training of _____ is hereby amended, effective from _____, 192__, to _____, 192__, to provide: _____

It is understood and agreed that this amendment becomes a part of the original agreement, and affects the original agreement only as herein provided.

Witness our hands and seals this _____ day of _____, 192__, at _____

STATE BOARD OF EDUCATION

_____
(Party of the first part)

_____
(Party of the second part)

By _____
(Executive officer)

By _____

_____
(Witness for party of the first part)

_____
(Witness for party of the second part)

TO THE STATE BOARD FOR VOCATIONAL EDUCATION

OLD CAPITOL BUILDING, JACKSON, MISS.

INDUSTRIAL REHABILITATION

MONTHLY TRAINING REPORT

Month of _____, 192__.

1. Name of trainee _____
(Last) (First) (Middle)
2. Name of person, employer, or institution giving training _____
3. Address _____
4. Job objective of trainee _____

5. Attendance (regular or irregular) _____
6. Punctual or tardy? _____
7. Time lost because of illness, etc. (give number of days and cause of absence) _____
8. Please check with "X" the following:

(1) Accurate		(7) Interested	
(2) Inaccurate		(8) Disinterested	
(3) Careful		(9) Congenial	
(4) Careless		(10) Uncongenial	
(5) Willing		(11) Satisfied	
(6) Unwilling		(12) Dissatisfied	

9. If trainee has begun to earn wage or has had wage raised, give amount now received _____
10. Remarks on progress _____

Place _____
Date _____

_____
(Signature of person making report)

_____
(Position held)

NOTE.—This report is due in the office of the State vocational board at the end of each month, and must be received before tuition is payable.

STATE DEPARTMENT OF EDUCATION

MONTGOMERY, ALA.

DIVISION OF VOCATIONAL EDUCATION—CIVILIAN REHABILITATION

TRAINING REPORT

Place _____ Date _____

1. Name of trainee _____
2. Name and address of trainer _____
3. Job objective of trainee _____
4. How many days absent this month? _____
5. Why was he absent? _____
6. How many times tardy? _____ Why? _____
7. Grades made this month (if in training on the job, indicate progress as Excellent, Good, Fair, or Poor):

Subject	Grade	Subject	Grade

8. Do you pay him wages? _____ How much? _____
9. In your opinion is this the kind of training for which the man is best suited? _____
If not, why not? _____
10. Remarks _____

_____
(Signature of trainer)

NOTE.—This report must be sent in or check is held until this is received.

STATE BOARD FOR VOCATIONAL EDUCATION

DIVISION OF REHABILITATION

INDIANAPOLIS, IND.

SUPERVISION REPORT

Date _____

Name of trainee _____
Present address _____
Place of training _____
Is training satisfactory? _____
If not, why? _____
What adjustments were made? _____
_____
What was man doing on this visit? _____
_____
What progress has been made? _____
_____
Employer's opinion? _____
_____
Payments to trainee by firm $_____ per _____
Physical condition of trainee? _____
_____
Plan for rehabilitation _____
_____
_____
Remarks _____
_____
_____

Signed _____
(Agent)

INDIVIDUAL TRAINING PROGRAM

Date _____

1. Name _____ Age _____
2. Address _____
3. Education _____
4. Employment objective _____
5. Place of training _____
   Arranged with _____ Wage _____
   (Name of individual)
6. Training program (indicate *major steps* in course and supplementary or related instruction if needed; if institutional training, indicate course by reference to catalog or printed literature):

_____
_____
_____
_____
_____

_____ _____
(State supervisor of vocational rehabilitation) (Name of trainer)

OCCUPATIONS FOR WHICH DISABLED PERSONS HAVE BEEN FITTED THROUGH EMPLOYMENT TRAINING

In order to show the possible variety of occupations for which disabled persons may be fitted through employment training a partial list is given below. As stated elsewhere in this bulletin, possibilities in this field have not by any means been exhausted.

Artificial-limb maker.
Art needlecraft worker.
Auto mechanic.
Auto painter.
Bacteriology laboratory assistant.
Baker.
Barber.
Battery repairman.
Beauty operator.
Broom maker.
Cabinetmaker.
Carpenter.
Chair caner.
Chemist, rubber industry.
China decorator.
Cigar wrapper.
Clerk.
Clothes presser.
Cook.
Crane operator.
Dental mechanic.
Die maker.
Dressmaker.
Drill press hand.
Electrician's helper.
Electrician.
Embroiderer.
Furniture repairer.
Galvanizer.
Grocery-store manager.
House wireman.
Ignition expert.
Jewelry engraver.
Lathe operator.
Lens grinder.
Linotype operator.
Lithographer.
Looper.
Machine woodworker.
Machinist.
Manicurist.
Mattress renovator.
Milliner.
Monotype operator.
Office worker.
Painter.
Painter of artificial flowers and fruit.
Photo retoucher.
Piano-action maker.
Piano tuner.
Printer.
Proof reader.
Radio assembler.
Radio operator.
Salesman.
Seamstress.
Shipping clerk.
Shoe repairer.
Show-card writer.
Sign painter.
Stationary fireman.
Stock keeper.
Tailor.
Telegraph operator.
Tool grinder.
Toolmaker.
Typewriter repairer.
Upholsterer.
Vulcanizer.
Watch and jewelry repairer.
Welder, electric.
Welder, oxyacetylene.

PUBLICATIONS OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION

ANNUAL REPORTS TO CONGRESS

1919, 1920, 1921, 1922, 1923, 1924, 1925.

YEARBOOK, 1923

General Description of Outstanding Developments and Summary of Progress by States. Vocational Education. Civilian Vocational Rehabilitation. On sale by Superintendent of Documents, Government Printing Office. Price, 60c.

Agricultural Education, 1923 (published separate from General Survey). General Description of Outstanding Developments and Summary of Progress by States. On sale by Superintendent of Documents, Government Printing Office. Price, 15c.

CONFERENCE REPORT

Report of Proceedings of the First National Conference on Vocational Rehabilitation of Persons Disabled in Industry or Otherwise. St. Louis, Mo., May 15, 16, 17, 1922.

BULLETINS

1. Statement of Policies. Revised edition, April, 1922.
13. Agricultural Education — Organization and Administration. (Agricultural Series, 1.) Revised edition, April, 1926. On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
16. Emergency War Training for Radio Mechanics and Radio Operators.
17. Trade and Industrial Education—Organization and Administration. (Trade and Industrial Series, 1.) Revised edition, March, 1924. On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
20. Buildings and Equipment for Schools and Classes in Trade and Industrial Subjects. (Trade and Industrial Series, 4.)
22. Retail Selling. (Commercial Series, 1.)
23. Clothing for the Family. (Home Economics Series, 1.) On sale by Superintendent of Documents, Government Printing Office. Price, 15c.
26. Agricultural Education—Some problems in State Supervision. (Agricultural Series, 4.)
28. Home Economics Education—Organization and Administration. (Home Economics Series, 2.) Revised edition, February, 1924. On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
30. Evening and Part-Time Schools in the Textile Industry of the Southern States. (Trade and Industrial Series, 5.)
31. Training Courses in Safety and Hygiene in the Building Trades. (Trade and Industrial Series, 6.)
35. Use and Preparation of Food. (Home Economics Series, 3.) On sale by Superintendent of Documents, Government Printing Office. Price, 20c.
36. Foreman Training Courses. Part I. Foreman Training and the Vocational Education Act. Suggestive Schedules for Eighty-two Foreman Meetings. The Needs of Foreman Training—Some Past Difficulties. Planning and Initiation of Foreman Training Courses. Conducting Foreman Training Courses. (Trade and Industrial Series, 7.)
38. General Mining. (Trade and Industrial Series, 8.) On sale by Superintendent of Documents, Government Printing Office. Price, 15c.
39. Coal-mine Gases. (Trade and Industrial Series, 9.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.
40. Coal-mine Timbering. (Trade and Industrial Series, 10.) On sale by Superintendent of Documents, Government Printing Office. Price, 15c.

41. Coal-mine Ventilation. (Trade and Industrial Series, 11.) On sale by Superintendent of Documents, Government Printing Office. Price. 10c.
42. Safety Lamps, including Flame Safety Lamps and Approved Electric Lamps. (Trade and Industrial Series, 12.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
43. The Labor Audit. A Method of Industrial Investigation. (Employment Management Series, 8.)
44. The Wage-setting Process. (Employment Management Series, 5.)
46. The Turnover of Labor. (Employment Management Series, 6.)
47. Industrial Accidents and Their Prevention. (Employment Management Series, 7.)
48. Employment Management and Industrial Training. (Employment Management Series, 4.)
49. The Selection and Placement of Employees. (Employment Management Series, 2.)
50. Employment Management: Its Rise and Scope. (Employment Management Series, 1.)
51. Bibliography of Employment Management. (Employment Management Series, 9.)
52. Theory and Practice. Outlines of Instruction in Related Subjects for the Machinists' Trade, Including General Trade Subjects for Certain Other Occupations. (Trade and Industrial Series, 13.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
55. Compulsory Part-time School Attendance Laws. (Trade and Industrial Series, 14.)
56. Lessons in Animal Production for Southern Schools. (Agricultural Series, 7.)
57. Industrial Rehabilitation—A Statement of Policies to be Observed in the Administration of the Industrial Rehabilitation Act. (Civilian Vocational [Industrial] Rehabilitation Series, 1.)
58. Trade and Industrial Education for Girls and Women. (Trade and Industrial Series, 15.)
61. Improving Foremanship. Trade Extension Courses for Foremen. (Trade and Industrial Series, 17.)
62. Instructor Training. (Trade and Industrial Series, 18.)
64. Industrial Rehabilitation—General Administration and Case Procedure. (Civilian Vocational [Industrial] Rehabilitation Series, 2.)
65. Child Care and Child Welfare. (Home Economics Series, 5.) On sale by Superintendent of Documents, Government Printing Office. Price, 35c.
66. Bibliography on Vocational Guidance. A Selected List of Vocational Guidance References for Teachers, Counselors, and Youths. (Trade and Industrial Series, 19.) Revised edition, December, 1925. On sale by Superintendent of Documents, Government Printing Office. Price, 15c.
67. A Survey and Analysis of the Pottery Industry. (Trade and Industrial Series, 20.)
68. A Unit Course in Swine Husbandry. (Agricultural Series, 9.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.
69. An Analysis of the Railway Boilermaker's Trade. (Trade and Industrial Series, 21.)
70. Industrial Rehabilitation—Services of Advisement and Cooperation. (Civilian Vocational [Industrial] Rehabilitation Series, 3.)
72. Vocational Rehabilitation in Rural Communities. A Bulletin Prepared for Information of County Agricultural Agents, Agricultural Teachers, Extension Workers, and other Agents Devoted to Rural Progress. (Civilian Vocational [Industrial] Rehabilitation Series, 4.)
73. Part-time Schools. A Survey of Experience in the United States and Foreign Countries, with Recommendations. (Trade and Industrial Series, 22.) On sale by Superintendent of Documents, Government Printing Office. Price, 35c.
74. Analyzing a Potato Enterprise. Suggestions for Teachers. (Agricultural Series, 10.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.
75. Analyzing a Poultry Enterprise. (Agricultural Series, 11.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.
76. Vocational Rehabilitation and Workmen's Compensation. (Civilian Vocational [Industrial] Rehabilitation Series, 5.)
77. Handbook of Information for State Officials Cooperating in the Administration of the Civilian Vocational Rehabilitation Act. (Civilian Vocational [Industrial] Rehabilitation Series, 6.)

78. Part-time Cooperative Courses. Suggestions for the Information of Administrators and Teachers Interested in the Organization of Cooperative Courses, the Duties and Responsibilities of the Coordinator, and the Organization of a Curriculum. (Trade and Industrial Series, 23.) On sale by the Superintendent of Documents, Government Printing Office. Price, 5c.

79. A Study of Home Economics Education in Teacher Training Institutions for Negroes. (Home Economics Series, 7.) On sale by Superintendent of Documents, Government Printing Office. Price, 15c.

80. Vocational Rehabilitation—Its Purpose, Scope, and Methods, with Illustrative Cases. (Civilian Vocational Rehabilitation Series, 7.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

82. Effectiveness of Vocational Education in Agriculture. A Study of the Value in Vocational Instruction in Agriculture in Secondary Schools as Indicated by the Occupational Distribution of Former Students. (Agricultural Series, 13.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

84. Principles Underlaying the Distribution of Aid to Vocational Education in Agriculture. Bases of Apportioning Aid to Local Communities and Limiting Provisions under which Aid is Granted. (Agricultural Series, 15.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

85. Program for Training Part-time School Teachers. Organization and Content of a Training Program to Prepare Teachers for Effective Service in Part-time Schools. (Trade and Industrial Series, 24.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.

86. The Health of the Family. A Program for the Study of Personal, Home, and Community Health Problems. (Home Economics Series, 8.) On sale by Superintendent of Documents, Government Printing Office. Price, 25c.

87. Apprentice Education. A Survey of Part-time Education and Other Forms of Extension Training in Their Relation to Apprenticeship in the United States. (Trade and Industrial Series, 25.) On sale by Superintendent of Documents, Government Printing Office. Price, 55c.

88. Analysis of the Management of a Farm Business. Managerial-Training Content of the Type Jobs of a Farm as a Business Unit. (Agricultural Series, 16.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.

89. Agricultural Evening Schools. Methods of Organizing and Conducting Evening Schools and Suggestions for Content of Courses. (Agricultural Series, 17.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

90. Agricultural Teacher Training. Principles of Organization for the Training of Teachers of Agriculture. (Agricultural Series, 18.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

91. Job Lesson Units for Selected Truck and Fruit Crops Adapted to Southern Conditions. Suggestions to Teachers for Organizing Instruction on the Basis of Job Analyses of Crop Production. (Agricultural Series, 19.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

92. Apprentice Education in the Construction Industry. Discussions and Papers Presented at the Seventeenth Annual Convention of the National Society for Vocational Education, at Buffalo, N. Y., December 6, 1923. (Trade and Industrial Series, 26.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

93. Proceedings of the National Conference on Vocational Rehabilitation of Civilian Disabled. Washington, D. C., February 4–8, 1924. (Civilian Vocational Rehabilitation Series, 8.) On sale by Superintendent of Documents, Government Printing Office. Price, 20c.

94. Teacher Training in Agriculture. Status, Development, and Methods in the Field of Teacher Training. (Agricultural Series, 20.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

95 Bricklaying. An Analysis of the Trade of Bricklaying, together with Suggestive Courses of Training for Apprentices and Journeymen Workers. (Trade and Industries Series, 27.) Revised Edition, May, 1925. On sale by Superintendent of Documents, Government Printing Office. Price, 20c.

96. A Study of Occupations at which 6,097 Physically Disabled Persons are Employed After Being Vocationally Rehabilitated. (Civilian Vocational Rehabilitation Series, 9.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

97. Promoting Vocational Education in Agriculture. Guilding Principles in Planning a Community Program of Promotional Work. (Agricultural Series, 21.) On sale by Superintendent of Documents, Government Printing Office. Price, 20c.

98. Principles in Making the Vocational Course of Study in Agriculture in the High School. Objectives, Procedure, and Criteria to be Observed in Formulating the Agricultural Part of a Vocational Curriculum in the High School. (Agricultural Series, 22.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.

99. Directory of Trade Schools. Classified by Trades Taught in Day Unit and Part-time Trade Courses which Offer Instructions in Trade and Industrial Education, excluding Evening Trade Extension Classes. (Trade and Industrial Series, 28.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

100. Student Teaching in Agriculture. Training Through Observation and Student Teaching in the Land-grant Colleges. (Agricultural Series, 23.) On sale by Superintendent of Documents, Government Printing Office. Price, 15c.

101. Analysis of the Management of a Corn-growing Enterprise. Managerial-training Content of the Type Jobs of an Enterprise of Growing Corn for Grain. (Agricultural Series, 24.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.

102. Paper Hanging. An analysis of the Trade of Paper Hanging, together with Suggestive Courses of Training for Apprentices and Journeymen Workers. (Trade and Industrial Series, 29.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

103. Methods of teaching as Applied to Vocational Education in Agriculture. The use of Farm Job Analyses in the Selection and Organization of Teaching Units in Agricultural Instruction. (Agricultural Series, 25.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

104. Proceedings of the National Conference on Vocational Rehabilitation of the Disabled Civilian, Cleveland, Ohio, September 29–October 2, 1925. (Civilian Vocational Rehabilitation Series, 10.) On sale by Superintendent of Documents, Government Printing Office. Price, 20c.

105. Analysis of the Management of a Cotton-growing Enterprise Managerial-training Content of the Type Jobs of an Enterprise of Growing Cotton for Market. (Agricultural Series, 26.) On sale by Superintendent of Documents, Government Printing Office. Price, 5c.

106. Stone Setting. An analysis of the Jobs in Stone Setting which the Bricklayer is called Upon to do in Setting Cut Stone Trim in Brick Buildings, Together with Suggestive Courses of Training for Apprentices and Journey-workers. (Trade and Industrial Series, 30.) On sale by Superintendent of Documents, Government Printing Office.

107. Vocational Education for Those Engaged in the Retail Grocery Business. The Program Developed in Cooperation with the National Association of Retail Grocers. (Commercial Series, 5.) On sale by Superintendent of Documents, Government Printing Office. Price, 25c.

108. Agricultural Part-time Schools. Methods of Organizing and Conducting Part-time Schools and Suggestions for Content of Courses. (Agricultural Series, 27.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

109. Layouts and Equipment for Automobile School Shops. Information and Suggestions Regarding Shop Layouts and Equipment for Schools Giving Training in Automobile Repairing. (Trade and Industrial Series, 31.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

110. Employment Training in Civilian Vocational Rehabilitation. Definition, Characteristics, and Possibilities of Employment Training as a Means of Effecting Rehabilitation of the Physically Disabled. (Civilian Vocational Rehabilitation Series, 11.) On sale by Superintendent of Documents, Government Printing Office. Price, 10c.

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
10 CENTS PER COPY

COLUMBIA UNIVERSITY LIBRARIES

This book is due on the date indicated below, or at the expiration of a definite period after the date of borrowing, as provided by the library rules or by special arrangement with the Librarian in charge.

DATE BORROWED	DATE DUE	DATE BORROWED	DATE DUE
JAN 5 59			
JAN 26 59			

C28(3-52)100M

GAYLAMOUNT
PAMPHLET BINDER
~
Manufactured by
GAYLORD BROS. Inc.
Syracuse, N.Y.
Stockton, Calif.

D264.5 B49

D264.5 B 49
Billington, Ronald V.
Employment training in civilian vocational rehabilitation;

JAN 5 59
A Pvt. 65-24 Hdq
Sea Cliff, N.Y.
P.C. 1-7-59

MSH 02179
NEH JUN 29 1994

COLUMBIA UNIVERSITY LIBRARIES
0041391721

SEP 15 1953

END OF
TITLE